

JONES INTERNATIONAL UNIVERSITY®

School of Education



JIU®

THE GOLD STANDARD
ONLINE UNIVERSITY

www.jiu.edu



JONES INTERNATIONAL UNIVERSITY®
The Gold Standard Online University™

SCHOOL of EDUCATION

The Catalog

This bulletin contains information regarding your program. Administrative Policies and other important information are contained in the Student Handbook which is available online. Together the bulletin and the student handbook are your *catalog*.

The student handbook contains information that is important for you to review, including the following:

- Academic Policies and useful forms.
- Family Educational Rights and Privacy Act Notice (FERPA).
- Alcohol and Drug Abuse Prevention Policy.
- Disclosure of Campus Security Policy and Campus Crime Statistics.
- Policies and Procedures for Learners with Disabilities.
- Information on Financial Assistance.
- Who to Contact for Help.

The JIU website (www.jiu.edu) contains a wealth of information, including the Student Handbook, other JIU programs, faculty, courses, and your experience with the first fully online, regionally accredited university.

The latest version of this bulletin is found on the website. A paper copy of it and/or the handbook are available upon request. The catalog is subject to change. The catalog is subject to interpretation by the administration, whose decisions are final.

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JIU Vision and Mission



Vision

Through the enabling power of education, Jones International University endeavors to help create a world where it is more likely that reasonable human needs are met, where the environment is self-sustained, and especially where there is less conflict, less fear and more justice. A world where education is democratized. A world where hope is alive. We believe that such a world is most probable where free markets exist and freedom is abundant.

Mission

We live in a world of incessant cultural and economic change, and the mission of JIU is to help students be successful in this environment. For this reason our education process includes specific skills required for particular disciplines, but also includes skills clustered around ethics, collaboration, communication and critical thinking. JIU is committed to fulfilling this mission by:

- providing innovative and relevant curriculum delivered by accomplished, supportive faculty
- offering readily available student-centered services
- implementing state-of-the-practice, learning-centered technology and learning resources
- engaging with constituents to create an exceptional educational experience

Values

We are a meritocracy, we cherish fairness, and we quickly embrace change as a friend. Quality and integrity are requisites.

Learning Philosophy

JIU academic programs are designed to serve the needs of learners to help them achieve their educational goals, lead richer lives, and shape the futures of their organizations and communities. Consequently, JIU courses are designed using the following assumptions.

JIU's students:

- are motivated to succeed both personally and professionally
- learn well both independently and collaboratively
- learn best through application of their curriculum to practical situations and problems
- use a variety of learning styles to comprehend new concepts
- require focused educational content, flexibly available at work, home, and on the road

Learning Outcomes

JIU has identified seven learning outcomes common across programs. Each graduate will have demonstrated the ability to:

- think and act like a global citizen with personal integrity, respect for diversity, and ethical behavior.
- think and act like leaders and supportive teammates
- adapt and apply theories to solve “real world” problems using innovative and creative solutions
- communicate effectively using a variety of methods and disciplines
- think analytically, critically, and systemically to prepare for a life of learning and accomplishment
- leverage information and technology to amplify personal and organizational achievement, and promote information literacy
- design a professional development strategy to formulate a career pathway leading to future success

Accreditation



Jones International University, The University of the Web[®], is proud to be the first fully online institution in the U.S. to receive regional accreditation. We are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, which is one of the six regional accrediting bodies in the United States and offers the highest form of accreditation available to a university.

On June 23-24, 2011, the HLC continued Jones International University's accreditation and updated JIU's status as follows:

CURRENT STATUS OF JONES INTERNATIONAL UNIVERSITY

Jones International University, located in Centennial, Colorado and offering online programs, is accredited by the Higher Learning Commission; it is on Notice.

For more information, please go to either JIU's website located at www.jiu.edu or HLC's website at www.ncahlc.org. The Higher Learning Commission may be contacted at 230 LaSalle Street, Suite 7-500, Chicago, Illinois 60604, or (312)263-0456.

Curriculum Description



CURRICULUM

As of December 2010, JIU has 71 certificate and degree programs with explicit professional standards aligned to each program. In multiple courses, JIU assesses every student's achievement of the relevant professional standards that demonstrate workplace competencies. Assessments are tracked and reported, contributing to continuous course evaluations. Based on feedback from faculty, students, staff and outside influences, courses may be added, dropped or revised.

PROGRAM MODEL

JIU designs course learning objectives to meet program and institutional outcomes. Many of JIU's programs share the same core courses supplemented with specialization courses designed to reflect the relevant professional standards.

COURSE MODEL

JIU designs all eight-week courses to achieve specific course learning objectives. Developed by program faculty and chairs, the course learning objectives and program professional performance standards generate JIU's institutional learning outcomes and workplace competencies for all degree programs. Each competency is succinctly defined. Assignments demonstrate each competency. Students complete and submit assignments as faculty members and colleagues provide continuous feedback on learning achievement. With a predetermined number of points allocated per assignment, a total of 1000 points must be amassed to pass each course.

JIU Faculty and Resources



Jones International University employs a world-class faculty. Each faculty member brings a combination of professional experience and academic credentials to their JIU Courses. The faculty members focuses on high quality instruction that drives student success.

JIU hires faculty who have at least ten years of teaching experience and ten years of professional experience in their field of study. Most faculty members hired by JIU have earned a terminal degree and have contributed at least ten publications or presentations of scholarly work in their field of study. Once hired, JIU assesses faculty members frequently through such instruments as the End-of-Course Student Survey, an annual Peer Appraisal, an annual Self Appraisal and an annual appraisal conducted by the Chair of Faculty Development.

JIU encourages faculty members to continue making scholarly contributions in their field of study while teaching at JIU. Because the University requires and supports high levels of performance in course instruction, the Faculty Administration department facilitates professional development activities that provide the faculty members with the tools and skills they need to drive student success. The Faculty Administration department's top priority is finding and retaining highly qualified and high-performing faculty.

Assessment Description



JIU is committed to fulfill a promise to students that upon graduation they will demonstrate the achievement of institutional and program learning outcomes. Further, JIU is committed to the continuing improvement of individual courses, programs and the institution itself. Toward these ends, JIU employs an "Assessment of Student Learning and Institutional Improvement Model."

The University uses assessment data to rigorously measure (1) student learning within and across courses, (2) course and program quality, and (3) the university as a whole. Through real-time, web-enabled data reporting, the fruits of these rigorous assessment efforts are available at all times to students, faculty and JIU academic leaders. These assessments drive decision-making and continuous quality improvement of student learning and services.

Total Professional Advantage 2.0®



Every enrolled JIU student has immediate access to the Total Professional Advantage® 2.0 (TPA™ 2.0) professional development program and portal. The foundation of TPA 2.0 is the interactive Seminar Workshop, customized for each student's degree program, which provides free access to a certified professional career advisor. Additional resources found within the TPA 2.0 portal include a resume-building tool, job and internship listings, career development videos, articles, podcasts and access to Jones e-global library®. TPA 2.0 can be found on the "My Courses" page of the jiu.edu website.

Academic Advising



JIU STRIVES to provide you with a rich, interactive experience as a student. We use the Internet, email, telecommunications, and online forums to empower you to communicate quickly with faculty members and other students — at a time most convenient for you.

In addition, JIU staff provides online, email, and telephone support to all students. Prior to the beginning of your first term, you will participate in an online JIU Orientation. This course, "JIU101 – Successful Online Learning," provides opportunities for you to get answers to your questions from a JIU faculty member, and it offers you ways to enhance your academic experience.

STUDENT SUPPORT COUNSELORS: When you are admitted as a degree student, you will be assigned to a Student Support Counselor, who will work closely with you throughout your program to support your progress. Your counselor will assist you in assessing your academic goals and formulating your individualized degree plan. You also may contact your counselor for help in choosing courses, understanding program requirements, policies and procedures, and coordinating interaction with our faculty members.

WITH SO MANY CLASSES to choose from, excellent academic counseling is essential. JIU counselors are knowledgeable about your program and committed to your success. The two of you will develop a customized degree plan, which will serve as a "roadmap" for you to follow to earn a degree. The sequencing of your courses in the degree plan is available to you electronically. As you progress toward a degree, this plan enables you to access information 24/7 and to always know where you are on your path. Accessible and professional, your counselor will ensure that you receive all the support you need to thrive at JIU. Your success is our success, and your Student Support Counselor is always just an email away.



Student-Centered Learning

How Students Learn

JIU focuses on student-centered learning in several areas including:

1. orientation and student success prerequisite courses
2. ongoing online tutoring support
3. a standardized learning model applied to the development of all JIU courses
4. individual student assessment checkpoints and feedback process
5. professional preparation via the Total Professional Advantage™ 2.0 program and services

Standardized Learning Model

A standardized learning model has been defined and utilized for the development of all JIU courses. The goal is to provide all students with a consistent and enabling learning environment. The instructional hour guidelines are based on studies conducted at other online universities for optimal hours of learning per week and to support students who desire to attend full time; for undergrads this includes two concurrent classes for an eight-week session, masters level take one course per term and doctorate students take a continent and a mentoring course each term. The model for the JIU programs is the quintessential "learning community." JIU's programs require collaborative learning experiences among students and faculty members by:

- Designing all courses to bring students and faculty members together in a learning community; faculty members receive training and supervision to ensure that the courses operate as designed. Courses include components that encourage collaborative or team performance;
- Providing the technology to support convenient asynchronous interactions between individuals, and groups of faculty members and students both within and outside of scheduled courses in order to support the learning communities.

JIU faculty members believe that a critical factor in the success of the program is a focus on learning as an interactive process. All core-content courses, research and inquiry courses, General Education, and capstone classes are designed to bring students and faculty members together in a learning community. Throughout the program, students and faculty members alike support each other in the creation of students' professional synthesizing portfolios.

Assessment of Student Learning

JIU faculty members provide formative and summative assessment of each student's professional deliverables in each course. JIU Courses are built on a model that expects students, with proper support and guidance, to meet performance level expectations. Each student receives regular, helpful formative feedback from faculty members during each course and a summative evaluation on all course assignments. To graduate from the program, a student must demonstrate achievement of program objectives.

SPONSORED SERVICE LEARNING

There is no more important element to an educator's professional growth than being an active member of a network of practicing professionals; some in the field refer to this network as a "community of practice." Knowledge is not near enough to be successful; influential educators know how to build relationships with clients, political leaders, business leaders, media professionals and, critically, other professional educators.

In each course, a student has the opportunity to work directly with a sponsor—a leader or leadership team in the field—who has a real need for a project to be done. Appropriate sponsors include building-level leaders (teacher leaders, program chairs and principals), district leaders (superintendents and school boards), state legislators, state committees, professional associations, etc. Students work closely with their faculty members and sponsors to complete professional synthesizing projects that matter to their learning communities, and at the same time, students build relationships with leaders in their communities and organizations.

Often, a student chooses to work with the same sponsor for two or more professional synthesizing projects. This offers students and the learning organizations that they serve the opportunity to explore an important education question or problem over time and in considerable depth.

PROFESSIONAL SYNTHESIZING PROJECTS

In every course, each student submits a portfolio-ready professional deliverable that demonstrates learning objectives have been met. This deliverable is referred to as the “professional synthesizing project.”

A professional synthesizing project is a master’s-level research project that demonstrates the candidate’s ability to apply theory learned in a course to the solution of a practical problem in the field. There are a number of distinguishing features of a successful professional synthesizing project that are briefly explained below. A successful professional synthesizing project:

- Is drawn from the real needs of a specific learning community (at the building, district, state or federal level) and addresses an important education question or problem.
- Has a sponsor—a leader or leadership team in the field—who has a real need for the project to be done.
- Includes a step-by-step plan and a realistic timeline for completion within a course.
- Employs well-defined success measures, benchmarks, tasks, roles and responsibilities, resources and strategies.
- Demonstrates the student’s mature critical thinking as well as a thoughtful understanding of the education field’s literature and theory.
- Is extremely well written, has a point of view and a confident voice and follows the APA Publication Manual standards.
- Incorporates applicable course, program and institutional learning objectives in a synthetic and interdisciplinary manner.
- Is thoroughly researched, includes rich data from multiple sources and provides analysis that is comprehensive and convincing.
- Includes an argument that is focused, logical, rigorous and sustained.
- Provides a conclusion that ties the project together and advances the ways that readers think.

In other words, each professional synthesizing project is exciting, thorough, personally meaningful and of interest to the larger academic and/or practitioner community.

Formative and Summative Assessment of Student Learning

The School of Education’s faculty provide formative and summative assessment of each student’s professional deliverables in each course. The School is built on a model that expects students, with proper support and guidance, to meet performance level expectations. Each student receives regular, helpful formative feedback from faculty members during each course and a summative evaluation on all professional synthesizing projects. To graduate from the program, a student must demonstrate achievement of program and course learning objectives.

Message from the Dean



SCHOOL OF EDUCATION

Debora L. Scheffel, PhD

WELCOME AND THANK YOU for your interest in JIU’s School of Education. We are proud to offer you a variety of exceptional MEd and EdD programs designed to serve students along with the learning organizations and communities that our graduates serve.

We trust that students who have met the program’s rigorous admission standards are mature people who are dedicated to their professional growth as well as the growth and well-being of their organizations and communities. As such, our School of Education prepares key education leaders who serve as teachers, academic department chairpersons, and professional development personnel; administrators, principals, and superintendents; education faculty at institutions of higher

education; researchers within organizations that create, implement, and/or evaluate education policy; and entrepreneurs who work with schools and other learning organizations.

JIU'S PROJECT-BASED LEARNING MODEL will empower you to learn in ways that are personally and professionally meaningful. Our students explore theory and its application to the solutions of important education challenges. Each program requires you to work closely with a sponsor – a leader or leadership team in the field – to complete projects that address a relevant, authentic problem. You can and will make a difference in your community.

At the heart of our school are supportive, accessible world-class faculty and staff dedicated to your success. Our faculty members are fully prepared in their academic subject areas, are familiar with the latest best practices and current research, and are effective teachers in our exclusively online format. All of us at JIU's School of Education share your love of learning and are eager to help you reach your goals and become a leader in your own learning community!

DEBORA L. SCHEFFEL, PHD
ACADEMIC DEAN

SCHOOL OF EDUCATION, JONES INTERNATIONAL UNIVERSITY

[Read more](#) about **DR. SCHEFFEL**

School of Education - Online Education Degree Programs



Welcome to JIU's School of Education. It takes a compassionate and thoughtful person to choose a career in education. While the reasons for entering the field are varied, those who take this noble path share one common trait – they want to make a difference. Our comprehensive degree programs are designed not only to advance your professional development in an exceptional way, but to foster a sense of community and purpose in your career that will last a lifetime.

CHOOSE THE RIGHT PROGRAM FOR YOU: We offer an array of online education programs to choose from - you will find the perfect area of study to reach all of your personal and professional goals:

[Master of Education](#)

[Education Specialist](#)

[Doctorate of Education Leadership](#)

[Certificates in Education](#)

WHY CHOOSE JIU:

- **CURRICULUM.** The JIU School of Education – responsive to national and international demands for improved education outcomes – offers students a relevant, project-based curriculum and expertly designed courses aligned to professional standards, including those of the National Council for Accreditation of Teacher Education.
- **FACULTY MEMBERS.** JIU's faculty members constitute an inspirational faculty of world-class academics who are committed to every student's learning and career success. JIU's faculty members are scholars who hail from the most distinguished universities in the world. More importantly, JIU's faculty members are teachers who have relevant professional experience in the field.
- **SERVICE.** JIU is regionally accredited and offers students a 100% online learning and service model. Every member of the JIU staff is committed to unmatched service that is attentive to students' personal and professional growth. 98% of JIU's students would recommend the university to others.
- **ULTIMATE PROFESSIONAL.** JIU supports your commitment to success by not only providing a quality, relevant education but also by supporting your lifelong career planning. As a student – and alumnus – you will have access to the Total Professional Advantage[®] 2.0, an exclusive career development portal and program customized just for you! For more information, visit [TPA™](#).
- **JIU – THE GOLD STANDARD ONLINE UNIVERSITY[®].** If you're ready to take the next step to build your career in

education and make an impact, JIU stands ready to support your dreams.

Vision and Mission of the JIU School of Education



VISION: JIU SoE graduates are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

MISSION: The JIU SoE provides for each student a pathway to become a total professional; graduates are prepared for their own life-long personal and professional growth. The school offers degree and certificate programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

SoE K-12 Unit Proficiencies



As part of initial accreditation with the National Council for Accreditation of Teacher Education (NCATE), the JIU School of Education (SoE) SoE created a conceptual framework that gives meaning and direction to the SoE's programs, courses, teaching, and assessment of candidates' performance.

In developing its conceptual framework, the SoE identified the knowledge, skills, and professional dispositions, called *proficiencies*, mandated in professional, state, or institutional standards for every candidate in K-12 educator preparation programs. These proficiencies are grounded in the school's philosophy, mission, vision, program design, course design, and curriculum.

Outlined below are the 17 proficiencies expected for every candidate in every K-12 educator preparation program. The SoE mapped these 17 proficiencies to course and program learning outcomes, assessed by end-of-course projects, state licensure exams, mentor/site supervisor appraisals, and other key assessments in K-12 programs.

KNOWLEDGE

K1. KNOWLEDGE OF CONTENT AND PROFESSIONAL PRACTICE: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology, and classroom management utilized to facilitate K-12 student learning.

K2. ASSESSMENT: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.

K3. INDIVIDUALIZATION OF INSTRUCTION: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.

K4. PROFESSIONAL STANDARDS AND EVIDENCE-BASED PRACTICE: The knowledge that candidates master is based on professional and performance-based standards.

SKILLS

S1. KNOWLEDGE OF CONTENT AND PROFESSIONAL PRACTICE: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology, and classroom management, to facilitate K-12 student learning.

S2. ASSESSMENT: The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.

S3. INDIVIDUALIZATION OF INSTRUCTION: The candidate adapts instruction to meet the needs of all learners.

S4 A. **PROFESSIONAL STANDARDS AND EVIDENCE-BASED PRACTICE:** The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

S4 B. **INNOVATIVE SOLUTIONS:** The candidate is an innovative leader who solves urgent project-based education challenges that is in service to a real need in the education profession, and addresses the needs of all students.

S5. **APPLICATION OF TECHNOLOGY:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

S6. **COMMUNICATE:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

DISPOSITIONS

D1. **LIFELONG LEARNING:** The educator is prepared for their own life-long personal and professional growth.

D2. **REFLECTIVE COLLABORATIVE PRACTITIONERS:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

D3. **INCLUSIVITY AND FAIRNESS:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

D4. **SERVICE AND ACCESS ORIENTATION:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

D5. **ETHICAL BEHAVIOR:** The candidate acts ethically with K-12 students, families, communities, and colleagues.

D6. **RESPECT FOR DIVERSITY:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief, and cultural background.

MEd in Adult Ed and Admin Needs Analysis and Occupational Outlook

In the labor markets of adult education, corporate training, instruction design and higher education administration, adult educators are in high demand and will be for at least the next decade. To help meet this demand, the JIU School of Education has developed four masters of education degree programs and three certificate programs in Adult Education and Administration. These degree programs and certificate programs prepare graduates for professional positions as adult educators, corporate training managers and instructors, e-learning technologists and designers, and higher education leaders and administrators. These degree programs and certificate programs prepare graduates who are able to compete for the following kinds of positions.

- Education and Development Directors
- Learning Specialists
- Training and Human Resources Specialists
- Senior Training Administrators
- Chief Curriculum Officers
- Employee Development Managers
- Trainers
- Chief Knowledge Officers
- Chief Learning Officers
- Education Consultants
- Corporate Training Directors
- Technical Training Directors

- Organizational Development Specialists
- Instructional Designers
- Chief Information Officers
- Information Technologists
- Technology Coordinators
- Web Designers
- College/University Enrollment Directors
- College/University Instructional Design Directors
- College/University Registrars
- College/University Counselors
- College/University Department Chairpersons
- College/University Student Services Directors
- College/University Academic Support Services Directors
- College/University Admissions Directors
- College/University Student Records Directors
- College/University Alumni Relations Directors

MEd in Adult Ed and Admin Program Vision and Mission



VISION

JIU School of Education graduates of the Adult Education and Administration degree programs and certificate programs are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

MISSION

The JIU School of Education Adult Education and Administration degree programs and certificate programs provide for each student a pathway to become a total professional; graduates are prepared for their own life-long personal and professional growth. The School offers Adult Education and Administration degree programs and certificate programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

MEd in Adult Ed and Admin Professional Standards



The MEd advisory board researched the collective knowledge of adult education leaders from national and international universities, state agencies, training organizations, and representatives from professional associations of educators to develop programs of learning that maximizes each student's professional development as a leader. The board adopted the International Board Standards for Training, Performance and Instruction (ibstpi®) as the framework for defining meaningful leadership learning outcomes. The board found that the ibstpi® standards are comprehensive and align with professional association expectations. In brief, the ibstpi® standards outline the comprehensive knowledge, attitudes and skills necessary for effective leadership in the field of adult education in the categories of training managers, on-site and online instructors, instructional designers and evaluators. The MEd advisory board shares the Board's commitment to raising the bar for the practice of adult education leadership. Although MEd in Adult Education and Administration adult learners come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education leaders.

The International Board of Standards for Training, Performance and Instruction (ibstpi®) is a not-for-profit corporation that provides leadership to the community by setting the standards. The Board is composed of fifteen professionals of the highest repute in their respective fields of expertise who spearhead the research & development of standards,

competencies, products and services. They are selected to broadly represent Academia, Government, Business & Industry, and private consultants' constituencies that they serve. The Board strives to have an international mix and currently has members from USA, Europe, Canada, Japan and Australia. Currently, members represent universities, government departments, businesses and consultancies directed at the charge of the organization. In recent years the Board has begun to expand its focus on the international aspect of its name and mission, with directors from the USA, Europe, Canada, Japan, Australia and India. See (<http://ibstpi.org/aboutus.htm>)

Program mission, vision and professional standards are used to drive program and course learning outcomes and objectives measures. Course authors then use the mission, vision and professional standards in designing courses to ensure that students have the opportunity to demonstrate competency in implementation.

MEd in Adult Education



STEP UP YOUR ADULT LEARNING ENVIRONMENT. Whether you are currently working in the adult education field or seek an exciting and meaningful career change, JIU's MEd in Adult Education will provide you the practical skills, techniques, and confidence to excel in this growing industry. Our project-based degree program is comprehensive – you will address not only theory, organizational development strategies and assessments of adult learning, but apply this new knowledge to real-world situations. Our special emphasis on technology in adult education will enhance your skills even more.

YOUR WORK ENVIRONMENT will immediately benefit because this fully online program is designed specifically for busy professionals. Our graduates emerge as leaders in their adult learning communities, inspired to implement quality curriculum, improve teaching and learning and transform their organizations.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Demonstrate and apply needs assessment for learning environments.
- Integrate assessment strategies to improve adult learning.
- Complete a capstone project that demonstrates successful application of the knowledge and skills you have acquired during your tenure at JIU to a real educational issue or opportunity. Your capstone project should demonstrate your proficiency with the learning outcomes for your program area. Demonstrate how your capstone project connects to the JIU competency bank in a convincing way. Incorporate the Total Professional Advantage[®] deliverables into your capstone project.

Who should enroll:

The MEd in Adult Education is designed for educators who want to improve the quality of leadership, curriculum, instruction, and assessment within adult learning communities. Graduates emerge as leaders who are ready to transform adult education and advance in their careers.

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1 Orientation Course - no cost

No Credit

6 Core Courses

18 Credits

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[JIU101](#)

[Orientation - Successful Online Learning](#)

3 Specialization Courses 9 Credits

1 Capstone Course 3 Credits

TOTAL REQUIRED FOR GRADUATION 30 CREDIT HOURS

EDU522 Research Methods: Improving Learning Organizations

EDU542 Strategic Planning for Educators

EDU544 Business Management for Learning Organizations

EDU630 Needs Assessment for Learning Environments

EDU653 Assessment Strategies to Improve Adult Learning

EDU681 Adult Learning Theory

Select three (3) courses from the elective pool: EDU550, EDU621, EDU623, EDU651, EDU654, EDU682, EDU683, EDU684, EDU694

EDU669 Capstone: The Professional Adult Educator

MEd in Corporate Training and Knowledge Management



The modern-day explosion of information and knowledge management tools has made accessing and creating information anytime, from anywhere, a new reality. Corporate trainers and those who lead adult learning organizations must keep pace with changing education and training methods to infuse e-Learning into national and international teaching and learning models.

OUR PROJECT-BASED PROGRAM has put a special emphasis on e-learning techniques and strategies, giving you an unparalleled edge in this field. You will emerge confident, capable and eager to bring this new knowledge to your learning environment.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (IBSTPI ®): Training Manager Competencies.

Who should enroll:

The MEd in Corporate Training and Knowledge Management is designed for educators who want to improve the quality of leadership, curriculum, instruction, and assessment within corporate learning communities. Graduates emerge as leaders who are ready to transform corporate education and advance in their careers.

1 Orientation Course - no cost	No Credit	JIU101	Orientation - Successful Online Learning
6 Core Courses	18 Credits		
3 Specialization Courses	9 Credits		
1 Capstone Course	3 Credits		
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS		

EDU522	Research Methods: Improving Learning Organizations	EDU550	Evaluating Education Technology
EDU542	Strategic Planning for Educators	EDU621	Managing e-Learning
EDU544	Business Management for Learning Organizations	EDU623	Knowledge Management and Workplace Learning
EDU630	Needs Assessment for Learning Environments		
EDU653	Assessment Strategies to Improve Adult Learning		
EDU681	Adult Learning Theory		

MEd in e-Learning Technology and Design



PUT LATEST TECHNOLOGY TO WORK. Technology advancements have made instructional design a critical skill for corporate trainers and adult educators. A well-designed learning environment improves learning and makes information available on demand anytime, from anywhere. Corporate trainers and those who design education for adults must keep pace with changing education and training technology to infuse e-learning into national and international teaching and learning models.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (IBSTPI®): Instructional Design Competencies.

Who should enroll:

The MEd in e-Learning Technology and Design was created for educators who want to improve the quality of leadership, curriculum, instruction, and assessment within online learning communities. Graduates emerge as leaders who are ready to transform online learning and advance in their careers.

1 Orientation Course - no cost	No Credit
6 Core Courses	18 Credits
3 Specialization Courses	9 Credits
1 Capstone Course	3 Credits
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS

JIU101	Orientation - Successful Online Learning

EDU522	Research Methods: Improving Learning Organizations
EDU542	Strategic Planning for Educators
EDU544	Business Management for Learning Organizations
EDU630	Needs Assessment for Learning Environments
EDU653	Assessment Strategies to Improve Adult Learning
EDU681	Adult Learning Theory

EDU550	Evaluating Education Technology
EDU651	Designing Interactive e-Learning
EDU654	Developing and Implementing e-Learning Systems

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MEd in Higher Education Leadership and Administration



This MEd degree program is designed for professionals who want to better understand adult learning; public policy and higher education; successful leadership in higher education administration; and the future of higher education.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Demonstrate and apply needs assessment for learning environments.
- Integrate assessment strategies to improve adult learning.
- Demonstrate an understanding of public policy and higher education.
- Demonstrate successful leadership in higher education administration.
- Prepare for the future of higher education.
- Complete a capstone project that demonstrates successful application of the knowledge and skills you have acquired during your tenure at JIU to a real educational issue or opportunity. Your capstone project should demonstrate your proficiency with the learning outcomes for your program area. Demonstrate how your capstone project connects to the JIU competency bank in a convincing way. Incorporate the Total Professional Advantage[®] deliverables into your capstone project.

Who should enroll:

The MEd in Higher Education Leadership and Administration is designed for educators who want to improve the quality of leadership, curriculum, instruction, and assessment within colleges and universities. Graduates emerge as leaders who are ready to transform higher education and advance in their careers.

1 Orientation Course - no cost	No Credit	<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>
6 Core Courses	18 Credits		
3 Specialization Courses	9 Credits		
1 Capstone Course	3 Credits		
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS		

<u>EDU522</u>	<u>Research Methods: Improving Learning Organizations</u>	<u>EDU682</u>	<u>Public Policy and Higher Education</u>
<u>EDU542</u>	<u>Strategic Planning for Educators</u>	<u>EDU683</u>	<u>Successful Leadership in Higher Education Administration</u>

<u>EDU544</u>	<u>Business Management for Learning Organizations</u>
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<u>EDU630</u>	<u>Needs Assessment for Learning Environments</u>
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<u>EDU653</u>	<u>Assessment Strategies to Improve Adult Learning</u>
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<u>EDU681</u>	<u>Adult Learning Theory</u>
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<u>EDU684</u>	<u>The Future of Higher Education</u>
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<u>EDU669</u>	<u>Capstone: The Professional Adult Educator</u>
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MEd K-12 Needs Analysis and Occupational Outlook



The United States Department of Labor reports that the demand for elementary, middle and secondary school administrators and teachers will be strong through the next decade. Regarding “Most Job Openings,” elementary teachers are ranked third; secondary school teachers are ranked fifth; and middle school teachers are ranked seventh. K-12 education administrators make the list at #34.

To help meet this demand, the JIU School of Education has developed twelve K-12 masters of education degree programs—six for students who are already licensed educators and six for students seeking initial license. These degree programs prepare graduates for professional positions as educators who are able to compete for the following kinds of positions.

- Administrator
- Department Chair
- Elementary School Teacher
- Gifted and Talented Teacher
- High School Teacher
- Instructional Coordinator
- Instructional Designer
- Instructional Technologist
- Instructional Technology Teacher
- Lead Teacher
- Middle School Teacher
- Online Learning Coordinator
- Principal
- Professional Development Coordinator
- Program Director
- Specialist in Curriculum, Instruction and Assessment
- Superintendent

MEd K-12 Program Vision and Mission



VISION

JIU School of Education graduates of the Masters of Education degree programs are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

MISSION

The JIU School of Education Masters of Education degree programs provide for each student a pathway to become a total professional; graduates are prepared for their own life-long personal and professional growth. The School offers degree programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

MEd K-12 Professional Standards



The Masters of Education degree programs align with the professional standards of these organizations: Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Higher Learning Commission (HLC) and

National Council for Accreditation of Teacher Education (NCATE).

The CDE and CDHE recognize the high quality of JIU's MEd and EdD preparation degree programs and have designated the JIU School of Education as a state-approved program of preparation for teachers, principals and administrators. For most states, graduating from a state-approved program of preparation is an important step toward achieving educator licensure or certification.

MEd in Education Leadership and Administration



Developed for licensed educators, the MEd in Education Leadership and Administration prepares educators seeking to advance their professional careers. Currently licensed educators find coursework, including capstone courses, designed to augment their professional knowledge, skills, and aptitude.

The MEd in Education Leadership and Administration aligns with the Educational Leadership Constituent Council (ELCC), Colorado Department of Education (CDE), and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Educational Leadership Constituent Council Standards (ELCC).

Who should enroll:

The MEd in Education Leadership and Administration is designed for licensed principals/administrators who want to improve the quality of leadership, curriculum, instruction and assessment within K-12 schools. Graduates emerge as leaders who are ready to transform K-12 schools and advance in their careers. Candidates seeking principal/administrator licensure should enroll in the MEd in Education Leadership and Administration: Principal and Administrator Licensure degree specialization.

1 Orientation Course - no cost	No Credit
9 Core Courses	27 Credits
1 Capstone Course	3 Credits
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS

<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>

<u>EDU500</u>	<u>Educational Theory Into Practice</u>

<u>EDU610</u>	<u>Principal and Administrator Internship</u>

<u>EDU525</u>	<u>Supervision of Student Conduct</u>
<u>EDU526</u>	<u>School Site Safety and Maintenance</u>
<u>EDU542</u>	<u>Strategic Planning for Educators</u>
<u>EDU545</u>	<u>Successful Leadership in K-12 Organizations</u>
<u>EDU546</u>	<u>Business Management for K-12 Administrators</u>
<u>EDU547</u>	<u>Building Relationships: K-12 Schools and Families</u>
<u>EDU553</u>	<u>K-12 Education Law and Policy</u>
<u>EDU555</u>	<u>The K-12 Administrator as Instructional Leader</u>

MEd in Elementary Curriculum, Instruction and Assessment



Developed for licensed educators, the MEd in Elementary Curriculum, Instruction and Assessment prepares educators seeking to advance their professional careers. Currently licensed educators find coursework, including capstone courses, designed to augment their professional knowledge, skills and aptitude.

The MEd in Elementary Curriculum, Instruction and Assessment aligns with the Association for Childhood Education International (ACEI), Colorado Department of Education (CDE), and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Association for Childhood Education International Standards (ACEI).

Who should enroll:

The MEd in Elementary Curriculum, Instruction and Assessment is designed for licensed educators who want to improve the quality of K-6 education. Graduates emerge as leaders who are ready to transform K-6 schools and advance in their careers.

1 Orientation Course - no cost	No Credit
9 Core Courses	27 Credits
1 Capstone Course	3 Credits
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS

<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>

<u>EDU500</u>	<u>Educational Theory Into Practice</u>
<u>EDU503</u>	<u>Assessment Strategies to Improve K-12 Learning</u>
<u>EDU518</u>	<u>Instructional Methods for Secondary Mathematics</u>
<u>EDU521</u>	<u>K-12 Students Using Technology</u>
<u>EDU523</u>	<u>K-12 Classroom and Instructional Management</u>
<u>EDU524</u>	<u>Exceptional Needs in Inclusive Classrooms</u>
<u>EDU527</u>	<u>Literacy I</u>

<u>EDU606</u>	<u>Capstone: The Professional K-12 Teacher</u>

EDU528

Literacy II

EDU538

K-12 Teaching: Legal and Societal Contexts

MEd in Secondary Curriculum, Instruction, and Assessment



Developed for licensed educators, the MEd in Secondary Curriculum, Instruction and Assessment prepares educators seeking to advance their professional careers. Currently licensed educators find coursework, including capstone courses, designed to augment their professional knowledge, skills and aptitude.

The MEd in Secondary Curriculum, Instruction and Assessment aligns with the Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Performance-Based Standards for Colorado Teachers.

Who should enroll:

The MEd in Secondary Curriculum, Instruction and Assessment is designed for licensed educators who want to improve the quality of middle and high school education. Graduates emerge as leaders who are ready to transform middle and high schools and advance in their careers.

1 Orientation Course - no cost	No Credit	JIU101	Orientation - Successful Online Learning
9 Core Courses	27 Credits		
1 Capstone Course	3 Credits		
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS		

EDU500	Educational Theory Into Practice	EDU606	Capstone: The Professional K-12 Teacher
EDU503	Assessment Strategies to Improve K-12 Learning		
EDU518	Instructional Methods for Secondary Mathematics		
EDU521	K-12 Students Using Technology		
EDU523	K-12 Classroom and Instructional Management		
EDU524	Exceptional Needs in Inclusive Classrooms		

<u>EDU527</u>	<u>Literacy I</u>
<u>EDU528</u>	<u>Literacy II</u>
<u>EDU538</u>	<u>K-12 Teaching: Legal and Societal Contexts</u>

MEd in K-12 Instructional Technology



Developed for licensed educators, the MEd in K-12 Instructional Technology prepares educators seeking to advance their professional careers. Currently licensed educators find coursework, including capstone courses, designed to augment their professional knowledge, skills and aptitude.

The MEd in K-12 Instructional Technology aligns with the International Society for Technology in Education (ISTE®), Colorado Department of Education (CDE), and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the International Society for Technology in Education Standards (ISTE).

Who should enroll:

The MEd in K-12 Instructional Technology is designed for licensed educators who want to improve the quality of K-12 curriculum, instruction, and assessment technology. Graduates emerge as leaders who are ready to transform K-12 schools and advance in their careers.

1 Orientation Course - no cost	No Credit	JIU101	Orientation - Successful Online Learning
9 Core Courses	27 Credits		
1 Capstone Course	3 Credits		
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS		

EDU500	Educational Theory Into Practice	EDU607	Capstone: The K-12 Instructional Technologist
EDU503	Assessment Strategies to Improve K-12 Learning		
EDU521	K-12 Students Using Technology		
EDU524	Exceptional Needs in Inclusive Classrooms		
EDU530	Technology in Education: Social and Legal Issues		
EDU539	K-12 Technology Systems Operations & Management		

<u>EDU550</u>	<u>Evaluating Education Technology</u>
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<u>EDU651</u>	<u>Designing Interactive e-Learning</u>
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<u>EDU694</u>	<u>Designing Online Learning Environments</u>
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MEd in Education Leadership and Administration: Principal and Administrator Licensure



Developed for educators who are interested in pursuing licensure or certification as a principal or administrator, the MEd in Education Leadership and Administration: Principal and Administrator Licensure degree program prepares educators seeking to advance their professional careers. Candidates find coursework, including the internship, designed to augment their professional knowledge, skills and aptitude.

The MEd in Education Leadership and Administration: Principal and Administrator Licensure aligns with the Educational Leadership Constituent Council (ELCC), Colorado Department of Education (CDE), and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Colorado Performance-Based Principal Licensure Standards.
- Demonstrate knowledge and skills of the Educational Leadership Constituent Council Standards (ELCC).

Who should enroll:

The MEd in Education Leadership and Administration: Principal and Administrator Licensure is designed for educators who are pursuing licensure or certification as a principal or administrator. Graduates emerge as leaders who are ready to transform K-12 schools and advance in their careers.

1 Orientation Course - no cost	No Credit
11 Core Courses	33 Credits
1 Internship Course	3 Credits
TOTAL REQUIRED FOR GRADUATION	36 CREDIT HOURS

<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>

<u>EDU500</u>	<u>Educational Theory Into Practice</u>
<u>EDU525</u>	<u>Supervision of Student Conduct</u>
<u>EDU526</u>	<u>School Site Safety and Maintenance</u>
<u>EDU542</u>	<u>Strategic Planning for Educators</u>

<u>EDU610</u>	<u>Principal and Administrator Internship</u>

<u>EDU545</u>	<u>Successful Leadership in K-12 Organizations</u>
<u>EDU546</u>	<u>Business Management for K-12 Administrators</u>
<u>EDU547</u>	<u>Building Relationships: K-12 Schools and Families</u>
<u>EDU550</u>	<u>Evaluating Education Technology</u>
<u>EDU553</u>	<u>K-12 Education Law and Policy</u>
<u>EDU555</u>	<u>The K-12 Administrator as Instructional Leader</u>
<u>EDU600</u>	<u>Teaching & Administering in Colorado & the States</u>

MEd in Elementary Curriculum, Instruction, and Assessment: Teacher Licensure

Developed for educators who are interested in pursuing licensure or certification as a teacher, the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure degree program prepares educators seeking to advance their professional careers. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

The MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure aligns with the Association for Childhood Education International (ACEI), Colorado Department of Education (CDE), and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Performance-Based Standards for Colorado Teachers.
- Demonstrate knowledge and skills of the Colorado Teaching Endorsement Standards for Elementary Education.
- Demonstrate knowledge and skills of the Association for Childhood Education International Standards (ACEI).

Who should enroll:

The MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure is designed for educators who are pursuing licensure or certification as an elementary teacher. Graduates emerge as leaders who are ready to transform K-6 schools and advance in their careers.

1 Orientation Course - no cost	No Credit	<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>
10 Core Courses	30 Credits		
2 Student Teaching Courses	6 Credits		
TOTAL REQUIRED FOR GRADUATION	36 CREDIT HOURS		

<u>EDU500</u>	<u>Educational Theory Into Practice</u>	<u>EDU613</u>	<u>Student Teaching I: Elementary Licensure</u>
<u>EDU503</u>	<u>Assessment Strategies to Improve K-12 Learning</u>	<u>EDU614</u>	<u>Student Teaching II: Elementary Licensure</u>
<u>EDU518</u>	<u>Instructional Methods for Secondary Mathematics</u>		
<u>EDU521</u>	<u>K-12 Students Using Technology</u>		

<u>EDU523</u>	<u>K-12 Classroom and Instructional Management</u>
<u>EDU524</u>	<u>Exceptional Needs in Inclusive Classrooms</u>
<u>EDU527</u>	<u>Literacy I</u>
<u>EDU528</u>	<u>Literacy II</u>
<u>EDU538</u>	<u>K-12 Teaching: Legal and Societal Contexts</u>
<u>EDU600</u>	<u>Teaching & Administering in Colorado & the States</u>

MEd in Secondary Curriculum, Instruction, and Assessment: Teacher Licensure



Developed for educators who are interested in pursuing licensure or certification as a teacher, the MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure degree program prepares educators seeking to advance their professional careers. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

The MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure aligns with the Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Performance-Based Standards for Colorado Teachers.

Who should enroll:

The MEd in Secondary Curriculum, Instruction, and Assessment: Teacher Licensure is designed for educators who are pursuing licensure or certification as a middle or high school teacher. Graduates emerge as leaders who are ready to transform middle and high schools and advance in their careers.

1 Orientation Course - no cost	No Credit	<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>
10 Core Courses	30 Credits		
2 Capstone Courses	6 Credits		
TOTAL REQUIRED FOR GRADUATION	36 CREDIT HOURS		

<u>EDU500</u>	<u>Educational Theory Into Practice</u>	<u>EDU605A</u>	<u>Student Teaching: Classroom Practicum I</u>
<u>EDU503</u>	<u>Assessment Strategies to Improve K-12 Learning</u>	<u>EDU605B</u>	<u>Student Teaching: Classroom Practicum II</u>
<u>EDU518</u>	<u>Instructional Methods for Secondary Mathematics</u>		
<u>EDU521</u>	<u>K-12 Students Using Technology</u>		
<u>EDU523</u>	<u>K-12 Classroom and Instructional Management</u>		

<u>EDU524</u>	<u>Exceptional Needs in Inclusive Classrooms</u>
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<u>EDU527</u>	<u>Literacy I</u>
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<u>EDU528</u>	<u>Literacy II</u>
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<u>EDU538</u>	<u>K-12 Teaching: Legal and Societal Contexts</u>
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<u>EDU600</u>	<u>Teaching & Administering in Colorado & the States</u>
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MEd in K-12 Instructional Technology: Teacher Licensure



Developed for educators who are interested in pursuing licensure or certification as a teacher, the MEd in K-12 Instructional Technology: Teacher Licensure degree program prepares educators seeking to advance their professional careers. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

The MEd in K-12 Instructional Technology: Teacher Licensure aligns with the International Society for Technology in Education (ISTE®), Colorado Department of Education (CDE), and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

PROGRAM LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Performance-Based Standards for Colorado Teachers.
- Demonstrate knowledge and skills of the Colorado Teaching Endorsement Standards for Instructional Technology Teacher, K-12.
- Demonstrate knowledge and skills of the International Society for Technology in Education Standards (ISTE).

Who should enroll:

The MEd in K-12 Instructional Technology: Teacher Licensure is designed for educators who are pursuing licensure or certification as a technology teacher. Graduates emerge as leaders who are ready to transform K-12 schools and advance in their careers.

1 Orientation Course - no cost	No Credit
11 Core Courses	33 Credits
1 Core Course	3 Credits
1 Capstone Course	3 Credits
1 Capstone Course	3 Credits
TOTAL REQUIRED FOR GRADUATION	42 CREDIT HOURS

JIU101	Orientation - Successful Online Learning

EDU500	Educational Theory Into Practice
EDU503	Assessment Strategies to Improve K-12 Learning
EDU521	K-12 Students Using Technology

EDU518	Instructional Methods for Secondary Mathematics
EDU519	Instructional Methods for Elementary Mathematics

<u>EDU523</u>	<u>K-12 Classroom and Instructional Management</u>
<u>EDU524</u>	<u>Exceptional Needs in Inclusive Classrooms</u>
<u>EDU527</u>	<u>Literacy I</u>
<u>EDU528</u>	<u>Literacy II</u>
<u>EDU530</u>	<u>Technology in Education: Social and Legal Issues</u>
<u>EDU550</u>	<u>Evaluating Education Technology</u>
<u>EDU600</u>	<u>Teaching & Administering in Colorado & the States</u>
<u>EDU651</u>	<u>Designing Interactive e-Learning</u>

<u>EDU605A</u>	<u>Student Teaching: Classroom Practicum I</u>
<u>EDU613</u>	<u>Student Teaching I: Elementary Licensure</u>

<u>EDU605B</u>	<u>Student Teaching: Classroom Practicum II</u>
<u>EDU614</u>	<u>Student Teaching II: Elementary Licensure</u>

MED in K-12 ESL and K-12 ESL Ed Specialist Needs Analysis and Occupational Outlook



Studies report the benefits of linguistically-and-culturally-diverse (LCD) education in the US. Beyond the benefits of LCD education, demographic data at schools in the US proclaim the fundamental necessity of LCD education. One out of four students is from a household where a foreign language is spoken in daily lives, and the number of limited-English-proficient (LEP) students is growing fast. Nearly four million students, more than eight percent of school-age K-12 students in the US, were categorized as English Language Learners in 2000-2001, but the number increased to nearly five million in 2003 (Gort, 2005; The US Department of Education, 2003). However, the professional development of LCD teachers in the US is making little progress compared to the need (Gort, 2005). With the increase of LCD learners, in-service teachers as well as pre-service teachers feel the need to learn about LCD students, but they often face difficulties in meeting fixed course schedules at onsite higher education institutions.

In the teacher labor market, ESL educators are in high demand and will be for at least the next decade. To help meet this demand, the JIU School of Education has developed four masters of education degree programs in K-12 ESL—two for students seeking initial teacher licensure and two for students who are already licensed teachers. Two certificates are also available including the Certificate in English as a Second Language: Literacy and the Certificate in English as a Second Language: Curriculum, Instruction, and Assessment. These degree programs and certificates prepare graduates for professional positions as ESL and Bilingual educators who are able to compete for the following kinds of positions.

- Administrator
- Bilingual Teacher
- Child and Family Advocate
- Department Chair
- Director of Special Services
- Elementary School Teacher
- English as a Second Language Teacher
- Gifted and Talented Teacher
- Instructional Coordinator
- Instructional Designer
- Instructional Technologist
- Lead Teacher
- Literacy Coach
- Middle School Teacher
- Online Learning Coordinator
- Professional Development Coordinator
- Program Director
- Reading Teacher
- Secondary School Teacher
- Specialist in Curriculum, Instruction and Assessment

MED in K-12 ESL and K-12 ESL Ed Specialist Program Vision and Mission



VISION

JIU School of Education graduates of the ESL degree programs are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

MISSION

The JIU School of Education ESL degree programs provide for each student a pathway to become a total professional; graduates are prepared for their own life-long personal and professional growth. The School offers ESL Education degree programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

MED in K-12 ESL and K-12 ESL Ed Specialist Professional Standards



The MEd in K-12 ESL Education degree programs align with the professional standards of these organizations: Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Higher Learning Commission (HLC), National Council for Accreditation of Teacher Education (NCATE) and Teachers of English to Speakers of Other Languages (TESOL).

The CDE and CDHE recognize the high quality of JIU's MEd and EdD preparation degree programs and have designated the JIU School of Education as a state-approved program of preparation for teachers, principals and administrators. For most states, graduating from a state-approved program of preparation is an important step toward achieving educator licensure or certification.

K-12 English as a Second Language Education: Teacher Licensure



The MEd in K-12 ESL Education: Teacher Licensure degree program prepares educators who are pursuing licensure or certification as a teacher of students who are learning English as a second language. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

DEGREE LEARNING OBJECTIVES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Performance-Based Standards for Colorado Teachers.
- Demonstrate knowledge and skills of the Colorado Teaching Endorsement Standards for Linguistically Diverse Education.
- Demonstrate knowledge and skills of the Teachers of English to Speakers of Other Languages Standards (TESOL).

Who should enroll:

A pre-service teacher who is interested in linguistically diverse education; who is seeking initial teacher licensure; and who holds a bachelor's degree or higher from a four-year accepted institution of higher education.

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1 Orientation Course - no cost

No Credit

13 Core Courses

39 Credits

1 Core Course

3 Credits

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[JIU101](#)

[Orientation - Successful Online Learning](#)

1 Capstone Course 3 Credits

1 Capstone Course 3 Credits

TOTAL REQUIRED FOR GRADUATION 48 CREDIT HOURS

<u>EDU500</u>	<u>Educational Theory Into Practice</u>
<u>EDU521</u>	<u>K-12 Students Using Technology</u>
<u>EDU523</u>	<u>K-12 Classroom and Instructional Management</u>
<u>EDU524</u>	<u>Exceptional Needs in Inclusive Classrooms</u>
<u>EDU527</u>	<u>Literacy I</u>
<u>EDU528</u>	<u>Literacy II</u>
<u>EDU532</u>	<u>Introduction to Second Language Acquisition</u>
<u>EDU533</u>	<u>Pedagogic Principles in Second Language Learning</u>
<u>EDU534</u>	<u>Teaching Language Skills</u>
<u>EDU535</u>	<u>Bilingual Education</u>
<u>EDU536</u>	<u>Assessment for Second Language Learners of English</u>
<u>EDU537</u>	<u>Multicultural Communication</u>
<u>EDU600</u>	<u>Teaching & Administering in Colorado & the States</u>

<u>EDU605A</u>	<u>Student Teaching: Classroom Practicum I</u>
<u>EDU613</u>	<u>Student Teaching I: Elementary Licensure</u>

<u>EDU518</u>	<u>Instructional Methods for Secondary Mathematics</u>
<u>EDU519</u>	<u>Instructional Methods for Elementary Mathematics</u>

<u>EDU605B</u>	<u>Student Teaching: Classroom Practicum II</u>
<u>EDU614</u>	<u>Student Teaching II: Elementary Licensure</u>

K-12 English as a Second Language Specialist: Bilingual Education Teacher Licensure



The MEd in K-12 ESL Education Specialist: Bilingual Education Teacher Licensure degree program prepares educators who are pursuing licensure or certification as a teacher of students who are learning English as a second language. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

Primary Language Attestation Form

DEGREE LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Performance-Based Standards for Colorado Teachers.
- Demonstrate knowledge and skills of the Colorado Teaching Endorsement Standards for Linguistically Diverse Education Specialist: Bilingual Education.
- Demonstrate knowledge and skills of the Teachers of English to Speakers of Other Languages Standards (TESOL).

Who should enroll:

A pre-service teacher who is interested in ESL education; who is seeking initial teacher licensure; who holds a bachelor's degree or higher from a four-year accepted institution of higher education; and who has completed an approved foreign language education program.

1 Orientation Course - no cost	No Credit	JIU101	Orientation - Successful Online Learning
13 Core Courses	39 Credits		
1 Core Course	3 Credits		
1 Capstone Course	3 Credits		
1 Capstone Course	3 Credits		
TOTAL REQUIRED FOR GRADUATION	48 CREDIT HOURS		

EDU500	Educational Theory Into Practice	EDU518	Instructional Methods for Secondary Mathematics
EDU521	K-12 Students Using Technology	EDU519	Instructional Methods for Elementary Mathematics

<u>EDU523</u>	<u>K-12 Classroom and Instructional Management</u>
<u>EDU524</u>	<u>Exceptional Needs in Inclusive Classrooms</u>
<u>EDU527</u>	<u>Literacy I</u>
<u>EDU528</u>	<u>Literacy II</u>
<u>EDU532</u>	<u>Introduction to Second Language Acquisition</u>
<u>EDU533</u>	<u>Pedagogic Principles in Second Language Learning</u>
<u>EDU534</u>	<u>Teaching Language Skills</u>
<u>EDU535</u>	<u>Bilingual Education</u>
<u>EDU536</u>	<u>Assessment for Second Language Learners of English</u>
<u>EDU537</u>	<u>Multicultural Communication</u>
<u>EDU600</u>	<u>Teaching & Administering in Colorado & the States</u>

<u>EDU605A</u>	<u>Student Teaching: Classroom Practicum I</u>
<u>EDU613</u>	<u>Student Teaching I: Elementary Licensure</u>

<u>EDU605B</u>	<u>Student Teaching: Classroom Practicum II</u>
<u>EDU614</u>	<u>Student Teaching II: Elementary Licensure</u>

K-12 English as a Second Language Education



The MEd in K-12 ESL Education degree program is designed for licensed educators who are interested in pursuing an additional endorsement as a teacher of students who are learning English as a second language. Candidates find coursework designed to augment their professional knowledge, skills and aptitude.

The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

DEGREE LEARNING OBJECTIVES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Teachers of English to Speakers of Other Languages Standards (TESOL).

Who should enroll:

An in-service teacher or a licensed applicant who is interested in linguistically diverse education; and who holds a bachelor's degree or higher from a four-year accepted institution of higher education.

1 Orientation Course - no cost	No Credit	<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>
9 Core Courses	27 Credits		
1 Capstone Course	3 Credits		
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS		

<u>EDU500</u>	<u>Educational Theory Into Practice</u>	<u>EDU608</u>	<u>Capstone: The Professional K-12 ESL Teacher</u>
<u>EDU527</u>	<u>Literacy I</u>		
<u>EDU528</u>	<u>Literacy II</u>		
<u>EDU532</u>	<u>Introduction to Second Language Acquisition</u>		
<u>EDU533</u>	<u>Pedagogic Principles in Second Language Learning</u>		
<u>EDU534</u>	<u>Teaching Language Skills</u>		
<u>EDU535</u>	<u>Bilingual Education</u>		
<u>EDU536</u>	<u>Assessment for Second Language Learners of English</u>		

K-12 English as a Second Language Specialist: Bilingual Education



The MEd in K-12 ESL Education Specialist: Bilingual Education degree program is designed for licensed educators who are bilingual and interested in pursuing an additional endorsement as a teacher of students who are learning English as a second language. Candidates find coursework designed to augment their professional knowledge, skills and aptitude.

The CDE and CCHE recognize the high quality of JIU's MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Required Program Disclosures

DEGREE LEARNING OBJECTIVES:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Teachers of English to Speakers of Other Languages Standards (TESOL).

Who should enroll:

An in-service teacher or a licensed applicant who is interested in linguistically diverse education; who holds a bachelor's degree or higher from a four-year accepted institution of higher education; and who has completed an approved foreign language education program.

1 Orientation Course - no cost	No Credit
9 Core Courses	27 Credits
1 Capstone Course	3 Credits
TOTAL REQUIRED FOR GRADUATION	30 CREDIT HOURS

<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>

<u>EDU500</u>	<u>Educational Theory Into Practice</u>
<u>EDU527</u>	<u>Literacy I</u>
<u>EDU528</u>	<u>Literacy II</u>
<u>EDU532</u>	<u>Introduction to Second Language Acquisition</u>
<u>EDU533</u>	<u>Pedagogic Principles in Second Language Learning</u>
<u>EDU534</u>	<u>Teaching Language Skills</u>
<u>EDU535</u>	<u>Bilingual Education</u>

<u>EDU608</u>	<u>Capstone: The Professional K-12 ESL Teacher</u>

<u>EDU536</u>	<u>Assessment for Second Language Learners of English</u>
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<u>EDU537</u>	<u>Multicultural Communication</u>
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Education Specialist



- [Program Information](#)
- [Required Program Disclosures](#)

COMPLETING AN EDUCATION SPECIALIST (EDS) DEGREE prepares candidates for professional practice in various learning environments. Opportunities for individuals with advanced graduate degrees in education include school leadership, organizational training and education, administration of education programs, program and curriculum design in both traditional and computer mediated settings.

The [EdS in K-12 Education Leadership](#) is an attractive option should one be interested in a program specialization leading to initial principal/administrator licensure in most states. Many people pursue an EdS in order to meet state or professional requirements for career advancement, including [educational leadership](#), educational administration, higher education/adult continuing education, advanced curriculum and instruction, and technical education. JIU's advanced and doctoral programs emphasize theory through research that focus on real-life problems and real-life solutions.

The JIU School of Education EdS in K-12 Education Leadership program requires each student to demonstrate his/her mastery of program content which includes the role of law, governance, public education, or the political, cultural, or economic context as supported by educational research. ELCC Standards will also be mastered through the course curriculum. Thus, students graduating will have developed as critical thinkers, leaders, and researchers.

Candidates who are interested in an advanced graduate degree and want to pursue a doctorate degree should consider the [EdD in Adult Education Leadership](#) and [EdD in K-12 Education Leadership](#).

REQUIRED PROGRAM DISCLOSURES

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. This information includes potential occupations in which the program prepares students, tuition and fees, completion rates and median loan debt.

- [Occupations](#)
- [Estimated Program Costs](#)
- [Tuition](#)
- [On-time Completion Rates](#)
- [Median Loan Debt](#)

Occupations:

25-1081.00 - [Education Teachers, Postsecondary](#)
25-1191.00 - [Graduate Teaching Assistants](#)
11-9032.00 - [Education Administrators, Elementary and Secondary School](#)
11-9039.00 - [Education Administrators, All Other](#)
25-9031.00 - [Instructional Coordinators](#)
25-3099.00 - [Teachers and Instructors, All Other](#)
25-9099.00 - [Education, Training, and Library Workers, All Other](#)

Please note that this is a list of possible occupations, and is not comprehensive; actual occupation depends upon students' experiences, past education, degree and specialization while at JIU, and industry and employer requirements.

Estimated Program Costs:

Tuition Fees	Books (Supplies)	Fees	Total Program Cost
\$26,820	\$2,040	\$100	\$28,960

Estimated Total Tuition and Fees above does not reflect the use of transfer credits towards a Degree Program, which, if accepted, may reduce the estimated cost of total tuition, books and supplies. Tuition and fees are subject to change at the discretion of JIU.

Tuition:

Course Tuition	
Three-Credit Course	\$2,235

Tuition and fees are subject to change at the discretion of JIU.

On-time Completion Rates:

Total Completed ¹	Completed On-Time ²	On-Time Completion Rate
No Data	No Data	No Data

1. Includes all students who completed the given program between 7/1/09 and 6/30/10; 'No Data' indicates that there were no graduates during this time period

2. Includes only those students who completed between 7/1/09 and 6/30/10 and completed on-time (100% of the program length, as indicated on the JIU Enrollment Agreement); 'No Data' indicates that there were no graduates during this time period

Please note, that the on-time completion rates reflected here are impacted by program credits transferred into JIU from other universities

Median Loan Debt:

	Amt. Borrowed Median
Title IV Loan Debt	No Data
Private Ed. Loan	No Data
	Median Amount Owed
Institutional Finance Plans	No Data

Who should enroll:

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Orientation Course - no cost

No Credit

11 Core Content Courses

33 Credits

1 Capstone Course

3 Credits

TOTAL REQUIRED FOR

36 CREDIT

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DOC900

Doctoral and Specialist Degrees: Year 1 Colloquium

GRADUATION

HOURS

<u>EDI791</u>	<u>Facilitating a Shared Vision of Learning</u>
<u>EDI796</u>	<u>Ethical Leadership</u>
<u>EDI798</u>	<u>Leading K-12 Organizations that Foster Learning</u>
<u>EDI800</u>	<u>Collaboration and Learning in Diverse Communities</u>
<u>EDI802</u>	<u>Understanding and Influencing Society</u>
<u>EDI803</u>	<u>Managing Learning Organization Resources</u>
<u>EDU790</u>	<u>Current K-12 Education Theories</u>
<u>EDU795</u>	<u>Public Knowledge and Public Responsibility</u>
<u>EDU797</u>	<u>Leadership and the Art of Change Management</u>
<u>EDU799</u>	<u>The Future of K-12 Education and Democracy</u>
<u>EDU801</u>	<u>K-12 Education Policy Analysis for School Leaders</u>

<u>EDU804</u>	<u>EdS Capstone Course</u>

Preparation for Educational Leadership in One of Five Areas



The JIU School of Education EdS in K-12 Education Leadership program prepares advanced students who would like to develop theoretical knowledge and applied skills in one of the following five areas of leadership emphasis:

1. teaching and learning
2. education administration
3. education research
4. education policy analysis
5. business for the learning organization

As such, the program prepares key K-12 education leaders who serve as teachers, academic department chairpersons, and professional development personnel; administrators, principals, and superintendents; education faculty at institutions of higher education; researchers within organizations that create, implement, and/or evaluate education policy; and entrepreneurs who work with schools and other learning organizations.

EdS Assessment of Student Learning faculty members



Members of the JIU School of Education EdS in K 12 Education Leadership Advisory Board believe that an assessment-of-student-learning model that allows the program to engage in self-assessment and improvement of its performance is crucial to a learning organization. As noted, the board created the EdS program to maximize students' learning and professional development as critical thinkers, leaders and researchers. As such, the program's outcomes drive the EdS program assessment and improvement model.

The program documents that students have achieved the learning outcomes by:

Defining a coherent and systemic assessment-of-student-learning model that includes:

- academic processes
- assessment rubrics
- professional deliverables
- formative and/or summative assessment of professional deliverables
- summative assessment of program learning outcomes
- summative assessment of program design
- post-specialist evaluations of program design

The EdS in K 12 Education Leadership utilizes the following outcomes to assess candidate learning:

- course learning objectives that define the learning outcomes to be achieved in each course
- program learning outcomes that set forth the learning expectations for the entire program
- the Colorado Performance Based Principal Licensure Standards
- the Educational Leadership Constituent Council (ELCC) Standards
- JIU institutional learning outcomes or workplace competencies that outline skills and dispositions judged essential for effective participation in the 21st century workplace

Each JIU candidate develops with his/her classmates a shared vision of learning model, analyzes current leadership capacity, analyzes plans for improvement and analyzes implementation of the model. The candidate then identifies and describes his/her personal leadership characteristics and identifies areas s/he needs to develop to create and implement a vision of learning.

YEAR 2, COURSE 12: EDU802: UNDERSTANDING AND INFLUENCING SOCIETY

Each JIU candidate develops with his/her classmates a statement of the educator's role which includes information on the role of law, governance, public education, or the political, cultural, or economic context supported by educational research and ELCC Standard 6.0. In addition, the candidate evaluates his/her personal leadership strengths and weaknesses relevant to understanding, responding to, and influencing the larger context, and creates a plan for improvement.

Coherent and Systemic Assessment of Student Learning Model:

The EdS program assessment and improvement model includes seven closely connected elements:

1. Academic Processes: Throughout the EdS program, students are involved in a number of academic processes that help them gain critical thinking, leadership, and research competence. These are:
 - professional reading
 - professional leadership development (ELCC Standards)
 - professional discussion
 - professional synthesizing projects

Note: "Professional writing" is infused in every academic process.

2. Assessment Rubrics: EdS faculty members set expectations and assess students' critical thinking, leadership and research competence by using these assessment rubrics:
 - professional abstract and critique rubric
 - professional leadership development report rubric
 - professional discussion rubric
 - professional synthesizing project rubric
3. Professional Deliverables: Students demonstrate their ability to think critically, lead and research by submitting these professional deliverables:
 - professional abstracts and critiques
 - professional leadership development reports
 - professional discussion
 - professional synthesizing projects
4. Formative and Summative Assessment: EdS faculty members use both formative and summative assessment to evaluate students' critical thinking, leadership and research competence. All students receive regular, helpful formative feedback from their faculty members during each course and mentor session, and faculty members provide a meaningful summative assessment for each student's professional deliverables.
5. Summative Assessment of Program Learning Outcomes: Because students' professional leadership development is the EdS program's ultimate goal, the program is judged against students' success. Each year, the EdS Program Committee conducts a summative assessment of the EdS program against this goal. This assessment informs annual improvements to the program. The committee asks these questions:
 - Did students submit outstanding professional abstracts and critiques (as defined by the corresponding rubric)?
 - Did students submit outstanding professional leadership development reports (as defined by the corresponding rubric with applicable ELCC standards)?
 - Did students engage in professional discussion (as defined by the corresponding rubric)?
 - Did students submit outstanding professional synthesizing projects (as defined by the corresponding rubric)?
6. Summative Assessment of Program Design: Based on the EdS Program Committee's summative assessment of program learning outcomes, the committee assesses the program design. This assessment informs annual improvements to the program. Based on questions drawn from Dr. Arthur Levine's "Educating School Leaders" (<http://www.edschools.org/pdf/Final313.pdf>), the committee asks the following questions:
 - Are the program's purposes explicit and focused on the education of practicing school leaders; do the goals reflect the needs of today's leaders, schools, and children; and is the definition of success tied to learning outcomes in the organizations led by students within the program?
 - Does the curriculum mirror program purposes and goals? Is the curriculum rigorous, coherent and organized to teach the knowledge and skills needed by leaders?

- Does the curriculum integrate the theory and practice of administration, and does it balance study in the university's virtual classrooms with the practice of leadership?
 - Does the faculty include academics and practitioners who are experts in school leadership, up-to-date in their fields, intellectually productive, and firmly rooted in both the academy and the schools? Is the faculty's size and are the faculty's fields of expertise aligned with the curriculum and student enrollment?
 - Are the admissions criteria designed to recruit students with the capacity and motivation to become successful school leaders?
 - Are graduation standards high and are the degrees awarded appropriate to the profession?
 - Is the research carried out in the program high quality, driven by practice, and useful to practitioners and/or policy makers?
 - Do resources fully support the program?
 - How well does the program engage in systemic self-assessment and improvement of its performance?
7. Post-Specialist Evaluations: The EdS Program Committee asks graduates to reflect on and evaluate the usefulness of their specialist studies. This evaluation informs annual improvements to the program. The committee asks graduates these questions:
- Were the program's purposes explicit and focused on the education of practicing school leaders?
 - Did the program's goals reflect your needs and the needs of today's leaders, schools, and children?
 - Did the program impact your ability to improve learning in the organization that you administer?
 - Did the program's curriculum teach you the knowledge and skills that leaders need?
 - Did the program balance the study of theory with field-based practice and allow you to learn from successful practitioners?
 - Did the program's faculty credentials, field experience, scholarly expertise, teaching competence and understanding of the program meet your expectations and facilitate your professional development?
 - Were you adequately prepared to enter the program?
 - Were the graduation standards set high?
 - Is the degree you earned appropriate to your profession?
 - Was the research you carried out in the program high quality, driven by practice and useful to practitioners and/or policy makers?
 - Did the university's resources fully support the program?
 - Was the program's assessment model successful in improving the program's performance?

Professional Abstract and Critique Standards and Procedures:

An abstract and critique is a doctoral-level review of a study that demonstrates the student's ability to: a.) summarize the points of a given article; and b.) consider the merits and demerits of the study. A successful abstract includes these distinguishing features:

1. The purpose of the work is stated precisely at the outset. (For articles and books that are not research-based, state the basic premise for the work.)
2. The scope of the work is stated precisely. The who, what, where, when and how are explained.
3. The research design and methodology are stated precisely.
4. The findings and conclusions are stated precisely.
5. The limitations of the work to the topic being examined are stated precisely.
6. The way the work informs the discussion of the topic is stated precisely.

A successful critique includes these distinguishing features:

1. The critique is thoughtful and very well written.
2. The critique has a point of view and a confident voice.
3. The critique demonstrates mature critical thinking.
4. The critique demonstrates a mature understanding of theory.
5. The critique demonstrates a thoughtful understanding of relevant literature.
6. The critique advances the ways readers think.

Professional Leadership Development Report Standards and Procedures:

A professional leadership development report is a narrative in which the student: a.) analyzes and evaluates the assigned ELCC Standard; b.) analyzes his/her current leadership capacity against the ELCC Standard; c.) analyzes and evaluates current and relevant literature on leadership regarding his/her personal strengths to build from or challenges to address against the ELCC Standard; d.) plans for and/or implements changes that lead to greater leadership capacity against the ELCC Standard; and e.) reflects on plans and/or evaluates implementation of changes against the ELCC Standard. In clear and concise narrative form, these reports are the student's formal, written communication with the course's faculty member.

Professional Discussion Standards and Procedures:

EdS students engage in ongoing professional discussions with peers in the leadership program about their professional reading, professional leadership development (ELCC Standards) and professional synthesizing projects. A successful discussion includes the following distinguishing features. The student:

1. clearly demonstrates introspection and synthesis of ideas
2. clearly demonstrates relevance to readings and class discussions
3. clearly demonstrates a deep understanding of course content
4. clearly and persuasively expresses opinions
5. uses professional language
6. uses proper grammar and punctuation
7. adheres to JIU Netiquette Rules
8. posts often throughout the weekly period
9. engages participants in dialogue
10. clearly offers insightful comments or questions that build on comments from peers
11. advances the discussion in a meaningful and significant way
12. responds to all questions
13. is graceful, polite, and professional when disagreeing with a peer
14. clearly demonstrates mature critical thinking
15. clearly makes arguments that are relevant, focused, logical and well supported
16. cites relevant resources (readings, module content and personal experience) with appropriate detail
17. clearly provides concrete examples from own experience to support opinions

EdS Professional Synthesizing Projects Standards and Procedures:

A professional synthesizing project is a doctoral-level research project that demonstrates the student's ability to apply theory learned in a course to the solution of a practical problem in the field. There are a number of distinguishing features of a successful professional synthesizing project that are briefly explained below. A successful professional synthesizing project:

1. is drawn from the real needs of a specific learning community (at the building, district, state, or federal level) and addresses important education questions or problems
2. has a sponsor—a leader or leadership team in the field—who has a real need for the project to be done. Appropriate sponsors include district leaders (superintendents and school boards), state legislators, state committees, professional associations, etc.
3. includes a step-by-step plan and a realistic timeline for completion within a course
4. employs well-defined success measures, benchmarks, tasks, roles and responsibilities, resources and strategies
5. demonstrates the student's mature critical thinking as well as a thoughtful understanding of the education field's literature and theory
6. is extremely well written, has a point of view and a confident voice, and follows the *APA Publication Manual* standards
7. incorporates applicable course, program, and institutional learning objectives and outcomes in a synthetic and interdisciplinary manner
8. is thoroughly researched, includes rich data from multiple sources, and provides analysis that is comprehensive and convincing

9. includes an argument that is focused, logical, rigorous and sustained
10. provides a conclusion that ties the project together and advances the ways that readers think

The JIU School of Education EdS in K-12 Education Leadership program requires each student to demonstrate his/her mastery of program content by completing successfully the entire core-content course sequence which includes the cumulative capstone course.

1. current K-12 education theories
2. facilitating a shared vision of learning
3. public knowledge and public responsibility
4. ethical leadership
5. leadership and the art of change management
6. leading K-12 organizations that foster learning
7. the future of K-12 education and democracy
8. collaboration and learning in diverse communities
9. K-12 education policy analysis for school leaders
10. understanding and influencing society
11. managing learning organization resources
12. EdS capstone course

EdS Faculty Members



To ensure program quality, every EdS course is developed and taught by a highly qualified faculty member who:

1. holds a terminal degree, is fully prepared and up to date in the academic area, and knows what students should learn to be successful in the field
2. has at least five years of relevant and tested experience in the field
3. is published in their field of expertise
4. knows how to conduct research appropriate to the program and degree
5. is an accomplished teacher in the academic area, with a record of five or more years of successful teaching
6. seeks and values the active participation of all students and
7. is fully involved in the ongoing development of the program's curriculum, instruction, assessment, and professional development

EdS Principal and Administrator Licensure



The School of Education at Jones International University, an institution regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, is authorized by the State of Colorado to offer graduate preparation programs leading to principal and administrator licensure. It is therefore possible for EdS candidates in the School of Education to pursue principal or administrator (superintendent) licensure while completing coursework for the specialist in K-12 Education Leadership.

There are three potential routes to initial principal or administrator licensure for JIU specialist candidates:

1. A candidate might be able to qualify for initial principal or administrator licensure in his/her home state.
2. A candidate might obtain an initial principal or administrator license in Colorado and might be able to qualify for initial licensure in his/her own state using principles of interstate reciprocity.
3. A candidate might be able to complete all requirements for initial principal or administrator licensure in Colorado, except the relevant Colorado exam requirement, and obtain and present to the home state department of education a letter from the

Colorado Department of Education (CDE).

NOTE: Though these routes to principal or administrator licensure are options, it is the candidate's responsibility to know and meet all licensure requirements in his/her state.

Principal and Administrator Licensure Procedures and Requirements

1. Candidates should let their Student Support Counselor know as soon as possible that they are considering principal or administrator licensure as part of their specialist degree program preparation.
2. For those EdS candidates seeking an initial Colorado principal license, Colorado requires that all candidates provide evidence that they have completed three years of licensed work with K-12 students in an educational setting. This requirement does not apply to those seeking initial licensure as an administrator.
3. The candidate must recognize that it is his/her responsibility to understand and meet licensure requirements in his/her state and must sign the K-12 Educators Program Checklist.
4. The candidate may apply to the School of Education for an Institutional Recommendation (IR) attesting to the candidate's qualification for initial licensure upon completion of licensure requirements, including the passing of a state licensure / professional content exam.

EdS Graduation Advising Sheet



The advising sheet for the JIU School of Education EdS in K-12 Education Leadership program is intended to help students plan for their success. Students who have questions about this graduation advising sheet should contact their Student Support Counselor.

Graduation Requirements for the EdS in K-12 Education Leadership Degree:

_____ Minimum 3.0 Cumulative Grade Point Average

SUCCESSFUL COMPLETION OF CORE CONTENT COURSES:

1. _____ EDU790 Current K-12 Education Theories
2. _____ EDI791 Facilitating a Shared Vision of Learning (Key Assessment 2)
3. _____ EDU795 Public Knowledge and Public Responsibility
4. _____ EDI796 Ethical Leadership (Key Assessment 6)
5. _____ EDU797 Leadership and the Art of Change Management
6. _____ EDI798 Leading K-12 Organizations that Foster Learning (Key Assessment 3)
7. _____ EDU799 The Future of K-12 Education and Democracy
8. _____ EDI800 Collaboration and Learning in Diverse Communities (Key Assessment 7)
9. _____ EDU801 K-12 Education Policy Analysis for School Leaders
10. _____ EDI802 Understanding and Influencing Society (Key Assessment 8)
11. _____ EDI803 Managing Learning Organization Resources (Key Assessments 4 and 5)

_____ Completion of state required licensure exams.

SUCCESSFUL COMPLETION OF CAPSTONE COURSE:

_____ EDU804 EdS Capstone Course

EdS Program Mission, Vision and Professional Standards



The EdS program's mission is to graduate successful and influential K 12 leaders who are critical thinkers—with exceptional knowledge, skills, and integrity—who are able to apply theory to the creative and innovative solutions of practical education problems.

The Jones International University®, Ltd. (JIU®) School of Education's Education Specialist (EdS) in K 12 Education Leadership program is designed to be of service to both students and the learning organizations and communities that graduates serve. The School of Education trusts that students who have met the program's rigorous admission standards are mature individuals who are dedicated to their professional growth as well as the growth and well-being of their organizations and communities.

The program's advisory board and academic leadership aligned the program with the Educational Leadership Constituent Council (ELCC) Standards and the Interstate School Leaders Licensure Consortium (ISLLC) model standards for school leaders, which provide an excellent framework for defining meaningful program outcomes and key assessments to inform the program's mission and vision. The ISLLC standards provide the contextual foundation for the courses, and key assessments and learning outcomes are based on the Educational Leadership Constituent Council (ELCC) standards.

EdS What Students Learn, How Students Learn



What Students Learn

The JIU School of Education EdS in K-12 Education Leadership developed the following student learning categories to maximize students' learning and professional development:

1. educator as critical thinker
2. educator as leader
3. educator as researcher

PROGRAM LEARNING OUTCOMES:

Candidates who complete this program:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Colorado Performance-Based Principal Licensure Standards.
- Demonstrate knowledge and skills of the Educational Leadership Constituent Council Standards (ELCC).

EDUCATOR AS CRITICAL THINKER

Current research on education informed the development of the EdS program of learning and ensures each student's professional development as a critical thinker. Learning outcomes are designed to improve students' ability to analyze and evaluate current practice as well as their ability to synthesize and apply critical thinking to their professional lives.

Although EdS students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional critical thinkers. The following list of "Educator as Critical Thinker" learning outcomes help everyone involved in the program, especially students and faculty, stay focused on learning outcomes that are necessary to think critically about the field's urgent questions and problems:

- The JIU School of Education EdS in K-12 Education Leadership student demonstrates the ability to think critically about important education questions and problems concerning current K-12 education theories; systems of human inquiry and education research; public knowledge and public responsibility; leadership and the art of change management; the future of K-12 education and democracy; and K-12 education policy analysis for school leaders.
- The student demonstrates the ability to analyze and evaluate current theories of education as well as the ability to develop synthetic, personal concepts that inform his/her education commitments.
- The student demonstrates the ability to analyze and evaluate current systems of human inquiry and education research.
- The student demonstrates the ability to analyze and evaluate the reporting of research that impacts the public discourse on

- education as well as the ability to develop a personal position on an influential, culture-changing public report or book.
- The student demonstrates the ability to analyze and evaluate current theories and practice of leadership as well as the ability to develop synthetic, personal concepts that inform his/her leadership commitments.
- The student demonstrates the ability to analyze and evaluate current education practice as well as the ability to prepare for the future of education and democracy.
- The student demonstrates the ability to analyze and evaluate current practice in education policy analysis as well as the ability to conduct education policy analysis and make recommendations for policy improvements.

EDUCATOR AS LEADER

Although EdS students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education leaders. The following list of “Educator as Leader” learning outcomes assists everyone involved in the program, especially students and faculty, to stay focused on learning outcomes that are

- The JIU School of Education EdS in K-12 Education Leadership student demonstrates the functions necessary to be an effective education leader as explained in the Educational Leadership Constituent Council's “Standards for Advanced Programs in Educational Leadership” (see <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>).
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by a school community.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes the safe, efficient, and effective learning environment.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

EDUCATOR AS RESEARCHER

Although EdS students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education researchers. The following list of “Educator as Researcher” learning objectives assists everyone involved in the program, especially students and faculty, to stay focused on learning outcomes that are necessary to apply theory to the creative and innovative solutions of practical problems:

- The JIU School of Education EdS in K-12 Education Leadership student develops professionally meaningful synthesizing projects that demonstrate the ability to apply theory to the solutions of important education questions or problems.
- The student's professional synthesizing projects are original, significant, ambitious, interesting, and exciting.
- The student's professional synthesizing projects address important education questions or problems.
- The student's professional synthesizing projects demonstrate a deep and thoughtful understanding of the education field and fully incorporate applicable course, program, and institutional learning objectives.
- The student's professional synthesizing projects are very well written and organized; include components that are connected in a seamless manner; follow the *APA Publication Manual* standards; have a point of view and a confident voice; and are publishable.
- The student's professional synthesizing projects are synthetic and interdisciplinary; demonstrate mature critical thinking;

and include argument that is focused, logical, rigorous, and sustained.

- The student's professional synthesizing projects demonstrate a deep and thoughtful understanding of relevant literature; are thoroughly researched; and include rich data from multiple sources.
- The student's professional synthesizing projects are theoretically sophisticated and demonstrate a deep understanding of theory.
- The student's professional synthesizing projects demonstrate sound use of tools, methods, approaches and types of analyses; include analysis that is comprehensive, complete, sophisticated, and convincing; include conclusions that tie the projects together; are of interest to the larger academic and/or practitioner community, and advance the ways readers think; and push the discipline's boundaries and open new areas for research.

How Students Learn

The EdS program's curriculum balances the study of theory in the university's virtual classrooms with the practice of leadership in schools. Students do not complete the EdS program by merely reading and writing in their home offices. Instead, each student completes professional synthesizing projects, professional leadership development reports that require him/her to apply classroom learning in practical ways under the guidance of supervising faculty members who are both scholars and successful practitioners. All projects must be well defined, must have clear benefits to specific learning communities, and must have clear paths to completion. The academic leadership believes that the Educational Leadership Constituent Council's "Standards for Advanced Programs in Educational Leadership" provide an excellent framework for defining meaningful program outcomes.

In brief, the ELCC standards outline the functions necessary for effective leadership in the field of education. The standards were drawn from research on effective education leaders and the collective knowledge of education leaders developed by a specialized professional association, which represent a set of national standards for educational leaders. Similarly, the ISLCC standards, "...present a common core of knowledge, dispositions, and performances that link leadership forcefully to productive schools and enhanced educational outcomes." The EdS advisory board and academic leadership share both consortia's commitment to raising the bar for the practice of school leadership.

The EdS program's graduation standards are high, and the degrees awarded are appropriate to the profession. By submitting the following professional deliverables, students demonstrate: (a) the ability to think critically about important education questions and problems; (b) the functions necessary to be effective education leaders; and (c) the ability to apply theory to the creative and innovative solutions of practical education problems.

EDS STUDENTS:

1. read and critique fundamental readings to ensure that they have mature and thoughtful understandings of the education field's relevant literature and theory
2. read and critique selected readings to ensure that they are familiar with a significant body of literature in a specific area of education leadership emphasis
3. write professional leadership development reports in which they analyze their personal learning and improvements in education leadership ability against ELCC standards
4. develop professional synthesizing projects in which they apply course content in professionally meaningful ways while demonstrating achievement of course, program and institutional learning outcomes
5. engage in ongoing professional discussions with peers in the leadership program about their professional reading, professional leadership development (ELCC standards), and professional synthesizing projects

JIU is built on a model that expects students, with the proper support and guidance, to meet performance level expectations. EdS faculty use both formative and summative assessment to assess each student's critical thinking, leadership, and research competence. Faculty members use assessment rubrics and appraisal forms to explain "strengths," "areas of concern," and "recommendations" for improvement so that students may meet performance level expectations. Each student receives regular, helpful formative feedback from faculty members during each course and mentor session, and faculty members provide a meaningful summative assessment for each of the student's professional deliverables. To graduate from the program, all of a student's professional deliverables must meet performance level expectations.

Doctorate in Education



- [Program Information](#)
- [Required Program Disclosures](#)

COMPLETING A DOCTORATE IN EDUCATION (EDD) DEGREE prepares candidates for professional practice in various learning environments. Opportunities for individuals with doctoral degrees in education include school leadership, organizational training and education, administration of education programs, program and curriculum design in both traditional and computer mediated settings. The [doctoral degree](#) is the highest degree attainable in most academic disciplines and requires candidates to master the knowledge in their field of interest, as well as contribute to it through original research. While earning a doctoral degree is rigorous and time consuming, it is both personally and professionally satisfying.

JIU's School of Education offers two different doctoral degrees to meet varying interests: [EdD in Adult Education Leadership](#) and [EdD in K-12 Education Leadership](#).

The [EdD in Adult Education Leadership](#) program has purposefully been designed to cross the traditional boundaries between education and business. This program is designed for professionals working with adult learners in various organizational settings including higher education, corporate structures, health care organizations, government and military settings. The study of adult learning theory and practice and program planning for adult education activities serves many types of organizational needs.

For those who are interested in becoming a school leader, superintendent of schools or K-12 educational researcher, the [EdD in K-12 Education Leadership](#) program might be the right choice. Candidates may also use this program specialization to apply for initial principal/administrator licensure in most states. In addition, this EdD is designed to be of service to both students and the learning organizations and communities that graduates serve.

Candidates who are interested in an advanced graduate degree but do not want to pursue a doctorate degree should consider the [EdS in K-12 Education Leadership](#).

REQUIRED PROGRAM DISCLOSURES

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. This information includes potential occupations in which the program prepares students, tuition and fees, completion rates and median loan debt.

- [Occupations](#)
- [Estimated Program Costs](#)
- [Tuition](#)
- [On-time Completion Rates](#)
- [Median Loan Debt](#)

Occupations:

25-1081.00 - [Education Teachers, Postsecondary](#)
25-1191.00 - [Graduate Teaching Assistants](#)
11-9032.00 - [Education Administrators, Elementary and Secondary School](#)
11-9033.00 - [Education Administrators, Postsecondary](#)
11-9039.00 - [Education Administrators, All Other](#)
25-9031.00 - [Instructional Coordinators](#)
25-3099.00 - [Teachers and Instructors, All Other](#)

25-9099.00 - Education, Training, and Library Workers, All Other

Please note that this is a list of possible occupations, and is not comprehensive; actual occupation depends upon students' experiences, past education, degree and specialization while at JIU, and industry and employer requirements.

Estimated Program Costs:

Tuition Fees	Books (Supplies)	Fees	Total Program Cost
\$53,640	\$3,060	\$350	\$57,050

Estimated Total Tuition and Fees above does not reflect the use of transfer credits towards a Degree Program, which, if accepted, may reduce the estimated cost of total tuition, books and supplies. Tuition and fees are subject to change at the discretion of JIU.

Tuition:

Course Tuition	
Three-Credit Course	\$2,235

Tuition and fees are subject to change at the discretion of JIU.

On-time Completion Rates:

Total Completed ¹	Completed On-Time ²	On-Time Completion Rate
No Data	No Data	No Data

1. Includes all students who completed the given program between 7/1/09 and 6/30/10; 'No Data' indicates that there were no graduates during this time period

2. Includes only those students who completed between 7/1/09 and 6/30/10 and completed on-time (100% of the program length, as indicated on the JIU Enrollment Agreement); 'No Data' indicates that there were no graduates during this time period

Please note, that the on-time completion rates reflected here are impacted by program credits transferred into JIU from other universities

Median Loan Debt:

	Amt. Borrowed Median
Title IV Loan Debt	No Data
Private Ed. Loan	No Data
	Median Amount Owed
Institutional Finance Plans	No Data

Who should enroll:

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3 Doctoral Colloquia Courses – No Cost

No Credit

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DOC900

Doctoral and Specialist Degrees: Year 1 Colloquium

7 Core Content Courses	21 Credits
3 Research Courses	9 Credits
2 Electives	6 Credits
1 Comprehensive Written Examination Course	3 Credits
1 Formal Proposal Course	4 Credits
4 Dissertation Courses	16 Credits
13 Dissertation Writing Courses	13 Credits

TOTAL REQUIRED FOR GRADUATION	72 CREDIT HOURS
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<u>EDI791</u>	<u>Facilitating a Shared Vision of Learning</u>
<u>EDI796</u>	<u>Ethical Leadership</u>
<u>EDI798</u>	<u>Leading K-12 Organizations that Foster Learning</u>
<u>EDI800</u>	<u>Collaboration and Learning in Diverse Communities</u>
<u>EDI802</u>	<u>Understanding and Influencing Society</u>
<u>EDI803</u>	<u>Managing Learning Organization Resources</u>
<u>EDU790</u>	<u>Current K-12 Education Theories</u>

<u>EDU795</u>	<u>Public Knowledge and Public Responsibility</u>
<u>EDU797</u>	<u>Leadership and the Art of Change Management</u>
<u>EDU799</u>	<u>The Future of K-12 Education and Democracy</u>
<u>EDU801</u>	<u>K-12 Education Policy Analysis for School Leaders</u>

<u>EDU851</u>	<u>Formal Proposal, School of Education</u>
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<u>RES700</u>	<u>Foundations of Doctoral Research Methods</u>
<u>RES701</u>	<u>Qualitative Doctoral Research Methods</u>
<u>RES702</u>	<u>Quantitative Doctoral Research Methods</u>

<u>EDU850</u>	<u>Comprehensive Examination, School of Education</u>
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<u>DISS820</u>	<u>Dissertation Data Gathering</u>
<u>DISS821</u>	<u>Dissertation Analysis</u>
<u>DISS822</u>	<u>Dissertation Results</u>

<u>DOC910</u>	<u>Foundations of Doctoral Writing</u>
<u>DOC911</u>	<u>Foundations of Doctoral Research</u>
<u>DOC912</u>	<u>Structure of the Literature Review</u>
<u>DOC913</u>	<u>Developing the Research Question</u>
<u>DOC914</u>	<u>Structure of the Research Methodology</u>
<u>DOC915</u>	<u>Structure of the Literature Review and the Prospectus</u>
<u>DOC916</u>	<u>Initial Drafts of the Literature Review</u>
<u>DOC917</u>	<u>Initial Drafts of the Research Methodology</u>
<u>DOC918</u>	<u>Final Draft of the Literature Review</u>
<u>DOC919</u>	<u>Final Draft of the Research Methodology</u>
<u>DOC920</u>	<u>Initial Drafts of the Introduction</u>
<u>DOC921</u>	<u>Final Draft of the Introduction and IRB Application</u>
<u>DOC922</u>	<u>Proposal and IRB Approval</u>

EdD Assessment of Student Learning



Members of the JIU School of Education EdD in K 12 Education Leadership Advisory Board believe that an assessment-of-student-learning model that allows the program to engage in self-assessment and improvement of its performance is crucial to a learning organization. As noted, the board created the EdD program to maximize students' learning and professional development as critical thinkers, leaders, and researchers. As such, the program's outcomes drive the EdD program assessment and improvement model.

The program documents that students have achieved the learning outcomes by:

Defining a coherent and systemic assessment-of-student-learning model that includes:

1. academic processes
2. assessment rubrics
3. professional deliverables
4. formative and/or summative assessment of professional deliverables
5. summative assessment of program learning outcomes
6. summative assessment of program design
7. post-doctoral evaluations of program design

Requiring students to:

1. pass a comprehensive written examination
2. pass an oral presentation of a formal dissertation proposal
3. contribute to the body of knowledge in the field by completing an approved doctoral dissertation

The Doctorate in Education in K-12 Education Leadership utilizes the following outcomes to assess candidate learning:

- course learning objectives that define the learning outcomes to be achieved in each course
- program learning outcomes that set forth the learning expectations for the entire program
- Colorado Performance Based Principal Licensure Standards
- the Educational Leadership Constituent Council (ELCC) Standards
- JIU institutional learning outcomes or workplace competencies that outline skills and dispositions judged essential for effective participation in the 21st century workplace

Each JIU candidate develops with his/her classmates a statement of the educator's role which includes information on the role of law, governance, public education, or the political, cultural, or economic context supported by educational research and ELCC Standard 6.0. In addition, the candidate evaluates his/her personal leadership strengths and weaknesses relevant to understanding, responding to, and influencing the larger context, and creates a plan for improvement.

Coherent and Systemic Assessment of Student Learning Model

The EdD program assessment and improvement model includes seven closely connected elements:

ACADEMIC PROCESSES: Throughout the EdD program, students are involved in a number of academic processes that help them gain critical thinking, leadership, and research competence. These are:

1. professional reading
2. professional leadership development
3. professional discussion
4. professional synthesizing projects
5. comprehensive written examination
6. oral presentation of formal dissertation proposal

Note: "Professional writing" is infused in every academic process.

ASSESSMENT RUBRICS: EdD faculty members set expectations and assess students' critical thinking, leadership and research competence by using these assessment rubrics:

1. professional abstract and critique rubric
2. professional leadership development report rubric (ISLCC/ELCC Standards)
3. professional discussion rubric
4. professional synthesizing project rubric
5. comprehensive written examination rubric
6. oral presentation of formal dissertation proposal rubric
7. dissertation rubric

PROFESSIONAL DELIVERABLES: Students demonstrate their ability to think critically, lead and research by submitting these professional deliverables:

1. professional abstracts and critiques
2. professional leadership development reports
3. professional discussion
4. professional synthesizing projects
5. comprehensive written examination essays
6. oral presentation of formal dissertation proposal
7. dissertation

FORMATIVE AND SUMMATIVE ASSESSMENT: EdD faculty members use both formative and summative assessment to evaluate students' critical thinking, leadership and research competence. All students receive regular, helpful formative feedback from their faculty members during each course and mentor session, and faculty members provide a meaningful summative assessment for each student's professional deliverables.

SUMMATIVE ASSESSMENT OF PROGRAM LEARNING OUTCOMES: Because students' professional leadership development is the EdD program's ultimate goal, the program is judged against students' success. Each year, the EdD Program Committee conducts a summative assessment of the EdD program against this goal. This assessment informs annual improvements to the program. The committee asks these questions:

1. Did students submit outstanding professional abstracts and critiques (as defined by the corresponding rubric)?
2. Did students submit outstanding professional leadership development reports (as defined by the corresponding rubric)?
3. Did students engage in professional discussion (as defined by the corresponding rubric with applicable ELCC standards)?
4. Did students submit outstanding professional synthesizing projects (as defined by the corresponding rubric)?
5. Did students submit outstanding comprehensive written examination essays (as defined by the corresponding rubric)?
6. Did students submit outstanding oral presentations of formal dissertation proposals (as defined by the corresponding rubric)?
7. Did students submit outstanding dissertations (as defined by the corresponding rubric)?

SUMMATIVE ASSESSMENT OF PROGRAM DESIGN: Based on the EdD Program Committee's summative assessment of program learning outcomes, the committee assesses the program design. This assessment informs annual improvements to the program. Based on questions drawn from Dr. Arthur Levine's "Educating School Leaders" (<http://www.edschools.org/pdf/Final313.pdf>), the committee asks the following questions:

1. Are the program's purposes explicit and focused on the education of practicing school leaders; do the goals reflect the needs of today's leaders, schools, and children; and is the definition of success tied to learning outcomes in the organizations led by students within the program?
2. Does the curriculum mirror program purposes and goals? Is the curriculum rigorous, coherent and organized to teach the knowledge and skills needed by leaders?

3. Does the curriculum integrate the theory and practice of administration, and does it balance study in the university's virtual classrooms with the practice of leadership?
4. Does the faculty include academics and practitioners who are experts in school leadership, up-to-date in their fields, intellectually productive and firmly rooted in both the academy and the schools? Is the faculty's size and are the faculty's fields of expertise aligned with the curriculum and student enrollment?
5. Are the admissions criteria designed to recruit students with the capacity and motivation to become successful school leaders?
6. Are graduation standards high and are the degrees awarded appropriate to the profession?
7. Is the research carried out in the program high quality, driven by practice and useful to practitioners and/or policy makers?
8. Do resources fully support the program?
9. How well does the program engage in systemic self-assessment and improvement of its performance?

POST-DOCTORAL EVALUATIONS: The EdD Program Committee asks graduates to reflect on and evaluate the usefulness of their doctoral studies. This evaluation informs annual improvements to the program. The committee asks graduates these questions:

1. Were the program's purposes explicit and focused on the education of practicing school leaders?
2. Did the program's goals reflect your needs and the needs of today's leaders, schools and children?
3. Did the program impact your ability to improve learning in the organization that you administer?
4. Did the program's curriculum teach you the knowledge and skills that leaders need?
5. Did the program balance the study of theory with field-based practice and allow you to learn from successful practitioners?
6. Did the program's faculty credentials, field experience, scholarly expertise, teaching competence and understanding of the program meet your expectations and facilitate your professional development?
7. Were you adequately prepared to enter the program?
8. Were the graduation standards set high?
9. Is the degree you earned appropriate to your profession?
10. Was the research you carried out in the program high quality, driven by practice and useful to practitioners and/or policy makers?
11. Did the university's resources fully support the program?
12. Was the program's assessment model successful in improving the program's performance?

Professional Abstract and Critique Standards and Procedures

An abstract and critique is a doctoral-level review of a study that demonstrates the student's ability to: a.) summarize the points of a given article; and b.) consider the merits and demerits of the study. A successful abstract includes these distinguishing features:

1. The purpose of the work is stated precisely at the outset. (For articles and books that are not research-based, state the basic premise for the work.)
2. The scope of the work is stated precisely. The who, what, where, when and how are explained.
3. The research design and methodology are stated precisely.
4. The findings and conclusions are stated precisely.
5. The limitations of the work to the topic being examined are stated precisely.
6. The way the work informs the discussion of the topic is stated precisely.

A successful critique includes these distinguishing features:

1. The critique is thoughtful and very well written.
2. The critique has a point of view and a confident voice.
3. The critique demonstrates mature critical thinking.
4. The critique demonstrates a mature understanding of theory.
5. The critique demonstrates a thoughtful understanding of relevant literature.
6. The critique advances the ways readers think.

Professional Leadership Development Report Standards and Procedures

A professional leadership development report is a narrative in which the student: (a) analyzes and evaluates the assigned ELCC Standard; (b) analyzes his/her current leadership capacity against the ELCC Standard; (c) analyzes and evaluates current and relevant literature on leadership regarding his/her personal strengths to build from or challenges to address against the ELCC Standard; (d) plans for and/or implements changes that lead to greater leadership capacity against the ELCC Standard; and (e) reflects on plans and/or evaluates implementation of changes against the ELCC Standard. In clear and concise narrative form, these reports are the student's formal, written communication with the course's faculty member.

Professional Discussion Standards and Procedures

EdD students engage in ongoing professional discussions with peers in the leadership program about their professional reading, professional leadership development (ELCC Standards), professional synthesizing projects, and dissertations. A successful discussion includes the following distinguishing features. The student:

1. clearly demonstrates introspection and synthesis of ideas
2. clearly demonstrates relevance to readings and class discussions
3. clearly demonstrates a deep understanding of course content
4. clearly and persuasively expresses opinions
5. uses professional language
6. uses proper grammar and punctuation
7. adheres to JIU Netiquette Rules
8. posts often throughout the two-week period
9. engages participants in dialogue
10. clearly offers insightful comments or questions that build on comments from peers
11. advances the discussion in a meaningful and significant way
12. responds to all questions
13. is graceful, polite, and professional when disagreeing with a peer
14. clearly demonstrates mature critical thinking
15. clearly makes arguments that are relevant, focused, logical, and well supported
16. cites relevant resources (readings, module content, and personal experience) with appropriate detail
17. clearly provides concrete examples from own experience to support opinions

Professional Synthesizing Projects Standards and Procedures

A professional synthesizing project is a doctoral-level research project that demonstrates the student's ability to apply theory learned in a course to the solution of a practical problem in the field. There are a number of distinguishing features of a successful professional synthesizing project that are briefly explained below. A successful professional synthesizing project:

1. is drawn from the real needs of a specific learning community (at the building, district, state, or federal level) and addresses an important education question or problem
2. has a sponsor—a leader or leadership team in the field—who has a real need for the project to be done (appropriate sponsors include district leaders (superintendents and school boards), state legislators, state committees, professional associations, etc.)
3. includes a step-by-step plan and a realistic timeline for completion within a course
4. employs well-defined success measures, benchmarks, tasks, roles and responsibilities, resources and strategies
5. demonstrates the student's mature critical thinking as well as a thoughtful understanding of the education field's literature and theory
6. is extremely well written, has a point of view and a confident voice, and follows the *APA Publication Manual* standards
7. incorporates applicable course, program, and institutional learning outcomes in a synthetic and interdisciplinary manner
8. is thoroughly researched, includes rich data from multiple sources, and provides analysis that is comprehensive and convincing
9. includes an argument that is focused, logical, rigorous, and sustained

- provides a conclusion that ties the project together and advances the ways that readers think

In other words, each professional synthesizing project should be publishable and of interest to the larger academic and/or practitioner community. EdD students' projects should be the most exciting, most thorough, and most professionally meaningful work they have done and should help prepare them for the rigors of dissertation development.

Comprehensive Written Examination

The JIU School of Education EdD in K-12 Education Leadership program requires each student to demonstrate his/her mastery of program content by passing the comprehensive written examination (i.e., "written comps"). Prior to taking written comps, a student must complete successfully the entire core-content course sequence. In other words, a student should enter EDU850 with a thorough understanding of the EdD program's core content, and should be prepared to write on any one of these 11 core content areas:

- current K-12 education theories
- facilitating a shared vision of learning
- public knowledge and public responsibility
- ethical leadership
- leadership and the art of change management
- leading K-12 organizations that foster learning
- the future of K-12 education and democracy
- collaboration and learning in diverse communities
- K-12 education policy analysis for school leaders
- understanding and influencing society
- managing learning organization resources

EDU850, operates in the following manner:

Week 1	<p>Each student identifies five of the 11 content courses as the focus of his/her comprehensive exam.</p> <p>Using as resources</p> <ul style="list-style-type: none"> the sample questions provided in the course Study Guides, the comprehensive exam rubric, and their own expertise, <p>each student writes five unique questions (one from each of their selected five courses) that they propose to answer as their comprehensive exam. Students submit the five proposed questions to the instructor.</p>
Week 2	The instructor reviews proposed questions and either approves them or provides suggestions for revision.
Week 3	Each student submits his/her five answers by the due date.
End of Week 5	Each student's five answers is evaluated by two faculty members — qualified by their content expertise — who evaluate the answer on both quality of writing and on content. Each faculty member evaluates the answer on a pass/no pass basis and supports the evaluation using the comprehensive exam rubric.

Weeks 6-8	Students who did not receive a passing score on one or more of their written comps essays are required to address the evaluators' questions and concerns by rewriting their essay(s).
	A student who does not receive two passing scores on all five of his/her written comps answers must retake EDU850 with the next cohort.
	Once a student receives two passing scores for each answer, s/he continues to put together his/her formal proposal in anticipation of EDU851.

Oral Presentation of Formal Dissertation Proposal

The JIU School of Education EdD in K-12 Education Leadership program requires each student to demonstrate his/her mastery of a specific problem drawn from the education field, relevant education literature and theory, and appropriate research methods by passing the oral presentation of his/her formal dissertation proposal. This proposal includes submission—to the student's dissertation committee—of the first three chapters of his/her dissertation, including:

1. introduction to the problem
2. literature review
3. methodology

As a part of their completion of the research proposal, students are required to submit an Application for Review. The complete process is described in the Institutional Review Board (IRB) Handbook, located on the IRB tab after login to the JIU site. Students should also note that all applications for review must first be reviewed by a designated Program Committee Chair.

Doctoral Dissertation

A dissertation is the culminating product of a terminal doctoral degree and demonstrates to the larger professional community that its author is able to do original research that addresses important questions or problems in a specific field; understands the field's relevant literature and theory; writes well; is a critical thinker who can sustain a coherent argument; and is able to provide analyses, results, and conclusions that are of interest to others in the professional community (see Dr. Barbara Lovitt's work on dissertation standards and evaluation at: <http://www.aaup.org/publications/Academe/2005/05nd/05ndlovi.htm>). Each student in the program must submit a doctoral dissertation that meets the university's dissertation performance level expectations as defined in the following rubric.

Every student's dissertation includes these five core components: introduction to the problem, literature review, methodology, findings, and the conclusion, discussion and implications. These components are briefly outlined below:

Component 1: Introduction to the Problem - The introduction:

1. includes a problem statement
2. makes clear the research question to be addressed
3. describes the motivation for the study
4. describes the context in which the question arises
5. summarizes the dissertation's findings
6. discusses the importance of the findings
7. provides a roadmap for readers

Component 2: Literature Review - The literature review:

1. is comprehensive and up to date
2. shows a command of the literature

3. provides context for the problem
4. includes a discussion of the literature that is selective, synthetic, analytical, and thematic

Component 3: Methodology - The methods applied or developed are:

1. appropriate
2. described in detail
3. in alignment with the question addressed and the theory used

In addition, the author demonstrates:

1. an understanding of the methods' advantages and disadvantages
2. how to use the methods

Component 4: Findings - The findings:

1. are appropriate
2. align with the question and hypotheses raised
3. show sophistication
4. are iterative

In addition, the amount and quality of data or information is:

1. sufficient
2. well presented
3. intelligently interpreted

The author also cogently expresses:

1. the insights gained from the study
2. the study's limitations

Component 5: Conclusion, Discussion & Implications - The conclusion:

1. summarizes the findings
2. provides perspective on the findings
3. refers back to the introduction
4. ties everything together
5. discusses the study's strengths and weaknesses
6. discusses implications and applications for the discipline
7. discusses future directions for research

In each mentor session, the student's *mentor faculty member* reviews the student's progress and, at the appropriate time, makes a recommendation to the student to begin forming a dissertation committee. The student works with the dissertation committee (especially the dissertation advisor, reference librarian, and liaison statistician) to develop a sound formal proposal. Early in the third year, each EdD student orally presents (online by Webinar or in person when feasible) a public formal proposal of his/her dissertation plan to the student's dissertation committee. All School of Education students and faculty members are invited to participate in the discussion. This proposal allows EdD students to experience a professional presentation setting and peer review. The student may not move past EDU 851 until every member of his/her dissertation committee passes the student's formal proposal.

The student's *mentor faculty member/dissertation committee chair* supports the student's progress on the dissertation in the three dissertation courses (EDU 890, EDU 891, and EDU 892) and, as appropriate, makes a recommendation to the student to prepare for the final defense of the dissertation. The student works with the dissertation committee (especially the dissertation advisor, reference librarian, and liaison statistician) to complete the dissertation. Each EdD student orally presents (online by Webinar and

in person when feasible) a public, final defense of his/her dissertation to the student's dissertation committee. All School of Education students and faculty members are invited to participate in the discussion. This defense allows EdD students to experience a professional presentation setting and peer review.

The student's dissertation committee makes one of the following conclusions:

1. approval without changes
2. non-approval with minor changes
3. non-approval with major changes

When a student's dissertation is not approved, s/he must take dissertation extension courses, as needed. Prior to graduation, the student's dissertation committee must approve the dissertation without changes.

EdD Mentored Learning



EdD students are part of a community of scholars and JIU staff who are committed to their success. This network of concerned support is in place from the time the student enrolls. Various roles are performed by this network of scholars and staff. Together they provide resources to support the student in making decisions in every area of the program, from the practical considerations of finances and course scheduling through the academic rigors of dissertation topic selection, data collection and publication of their dissertation experiment.

Student Support Counselors (SSCs) are the first point of contact for the student on all non-academic concerns—such as finances, course scheduling, or program options. After a student is admitted to JIU, every student is assigned to one SSC for the duration of their enrollment at JIU. When students encounter personal, professional, or financial challenges, the SSCs are expert at discussing program options to accommodate the challenge. SSCs are up-to-date on JIU policy, so their recommendations are authoritative. Inquiries to the Student Support Counselors may be sent to studentservices@international.edu and the SSCs will contact the student.

Faculty members are responsible for the academic success of each student enrolled in the EdD content course they teach. Faculty members fulfill this responsibility by communicating course requirements clearly, coaching course content to individual understanding, accommodating various learning styles, grading to pre-set rubrics, and holding high standards. EdD faculty members teach one two-month content course in the EdD sequence, so EdD students encounter many different faculty members as they progress through the EdD program.

To ensure program quality, every EdD course is developed and taught by a highly qualified faculty members who:

1. holds a terminal degree, is fully prepared and up to date in the academic area, and knows what students should learn to be successful in the field
2. has at least five years of relevant and tested experience in the field
3. is published in their field of expertise
4. knows how to conduct research appropriate to the program and degree
5. is an accomplished teacher in the academic area, with a record of five or more years of successful teaching;
6. seeks and values the active participation of all students
7. is fully involved in the ongoing development of the program's curriculum, instruction, assessment, and professional development

Mentor - The Jones International University educational doctorate program is unique in that students are promised a mentor from the first day of their EdD program. In addition to the faculty who teach the content courses, students have another fully qualified faculty, a mentor assigned to a small group of students who begin the EdD program at the same time. The mentor is committed to supporting the students through the beginning, middle, and end of their EdD program. Mentors and mentees are together from the first course as students transition to the rigors of academic writing and research, and then on to milestones along the way, such as passing the comprehensive exam, submitting dissertation proposals to the Institutional Review Board, and assembling a

dissertation committee. And the mentor is there at the conclusion of the students' research, their dissertation defense, and finally at the happy graduation celebration. A JIU mentor works with EdD students through all these steps. The JIU mentor is the instructor of the mentoring course sequence, which EdD students complete concurrently with their content course sequence. Each student receives regular, helpful formative feedback from the mentor during each mentor course. The student's mentor faculty member serves as the chairperson of the dissertation committee and as an advocate for the student during the dissertation formal proposal and final defense. The student's mentor faculty member must approve all members of the student's dissertation committee.

Sponsor - Each course requires each student to identify a sponsor who will work with the student and the faculty member to complete projects that matter to their learning communities and, at the same time, build relationships with education leaders in their communities. A sponsor is a leader who has a real need for the project to be done. While instructors may emphasize research, and students may design projects at the creative end of the spectrum, sponsors keep a student's "feet on the ground." The sponsor provides the students with a "reality check" by evaluating projects through the lens of a real school with real teachers and real students.

Appropriate sponsors include district leaders (Superintendents and school boards), state legislators, state committees, members of professional associations, master teachers with curriculum or other specialized expertise, social services professionals, psychological services professionals, etc. It is an advantage for a student to have face-to-face access to a sponsor in her own learning community. If this is not possible, or if the best sponsor for a particular project is in another location, it is appropriate for the sponsoring relationship to be facilitated by phone and email.

Often, an EdD student chooses to work with the same sponsor for two or more of his/her professional synthesizing projects. This offers students (and the learning communities that they serve) the opportunity to explore an important education question or problem over time and in considerable depth. If, for example, a student finds that her district's superintendent would like for her to explore the national "small schools" initiatives to inform the district's own efforts, the student might pursue knowledge and skills on this topic in two or more of her courses. In her first course, EDU790 Current K-12 Education Theories, she might design a project that studies the learning theory that is driving some districts and states to choose smaller schools as a solution to impersonal and ineffective large schools. For a later course, EDU801 K-12 Education Policy Analysis for School Leaders, she might design a project that studies her district and state's policies that support or impede the development of small schools. For a research course, EDU793 Qualitative Research, she might design a research project—that she intends to carry out for her dissertation—on the challenges and opportunities inherent in her district's efforts to create small schools. In this way, students take advantage of the EdD program's design and course projects to carry out work that matters, under the supervision of a mentor who has a practical need for the project to be conducted. Most students identify their own sponsor from the learning community where they work.

The JIU Institutional Review Board (IRB) exists to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the institution. The IRB reviews all human subject research conducted by faculty, staff, and students, regardless of the location of the research activity, source of funding, and whether the research is exempt under the Code of Federal Regulations for Protection of Human Subjects. The IRB may approve, require modifications in, or disapprove all research activities that fall within its jurisdiction as specified by both federal regulations and institutional policy.

Dissertation Committee - Each EdD student forms a three-person dissertation committee that is responsible for giving sound advice and for the final approval of the student's *formal proposal* and *final defense*. From the School of Education, the student invites two dissertation committee members to include the student's mentor faculty member and an additional faculty member. In addition, the student invites an external reader who holds a terminal degree and is an expert in the field. The student's mentor faculty member must approve all members of the student's dissertation committee. The student's mentor faculty member serves as the chairperson of the dissertation committee and as an advocate for the student during the dissertation formal proposal and final defense. In addition, the student's reference librarian and liaison statistician serve as advisors to the dissertation committee.

Reference Librarian - Each EdD student is assigned a reference librarian who: a.) helps to ensure the student's dissertation literature review is comprehensive and relevant; b.) helps the student to better understand and use the proliferation of new

electronic resources and services; and c.) helps the student to locate international resources that s/he would likely miss if left only to his/her own resources. The reference librarian ensures the student's library and research needs are met at the time of need.

Liaison Statistician - Also, each EdD student is assigned a liaison statistician who helps the student learn how to collect, analyze, interpret, and present data in meaningful and accurate ways. The statistician supports the student and the mentor faculty member during the dissertation proposal and research phases. As an advisor to the student's dissertation committee, the statistician contributes to the importance of the problem, novelty of the approach, quality of the research design, and interpretation of the results.

EdD Collaborative Learning



The cohort model for the JIU School of Education EdD in K-12 Education Leadership program is the quintessential *learning community*. As a member of an EdD cohort, each student joins—in a very real sense—a professional support group that also becomes a lifelong group of friends. A student's EdD cohort includes both classmates and faculty. In essence, each EdD cohort is a group of learners that:

1. trusts and respects each other
2. serves as resources for each other
3. practices together the art and science of critical thinking, leadership, and research
4. provides emotional support for each other
5. takes ownership and responsibility for the quality of the learning environment
6. challenges each other to the highest learning outcomes
7. shares success stories and congratulates each other for work well done

The EdD faculty believe that a critical factor in the success of the program is its focus on learning as an interactive process. All core-content courses, research and inquiry courses, dissertation courses, and mentoring courses are designed to bring students, faculty members, and staff together in a learning community. Throughout the program, students and faculty alike support each other in the creation of students' professional synthesizing projects, professional leadership development reports, and dissertations.

Collaborative Learning Technology

The JIU School of Education EdD in K-12 Education Leadership program employs technology that supports convenient synchronous and asynchronous interactions between individuals and groups of faculty and students both within and outside of scheduled courses. Technology solutions include text, audio, and video asynchronous forums, audio conversations, chat, and live or recorded interactive video presentations. Each technology solution is designed for both students and faculty to use.

EdD Principal and Administrator Licensure



The School of Education at Jones International University, an institution regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, is authorized by the State of Colorado to offer graduate preparation programs leading to principal and administrator licensure. It is therefore possible for EdD candidates in the School of Education to pursue principal or administrator (superintendent) licensure while completing coursework for the doctorate in K-12 Education Leadership.

THERE ARE THREE POTENTIAL ROUTES TO INITIAL PRINCIPAL OR ADMINISTRATOR LICENSURE FOR JIU DOCTORAL CANDIDATES:

1. A candidate might be able to qualify for initial principal or administrator licensure in his/her home state.
2. A candidate might obtain an initial principal or administrator license in Colorado and might be able to qualify for initial

licensure in his/her own state using principles of interstate reciprocity.

3. A candidate might be able to complete all requirements for initial principal or administrator licensure in Colorado, except the relevant Colorado exam requirement, and obtain and present to the home state department of education a letter from the Colorado Department of Education (CDE).

NOTE: Though these routes to principal or administrator licensure are options, it is the candidate's responsibility to know and meet all licensure requirements in his/her state.

PRINCIPAL AND ADMINISTRATOR LICENSURE PROCEDURES AND REQUIREMENTS:

1. Candidates should let their Student Support Counselor know as soon as possible that they are considering principal or administrator licensure as part of their doctoral degree program preparation.
2. For those EdD candidates seeking an initial Colorado principal license, Colorado requires that all candidates provide evidence that they have completed three years of licensed work with K-12 students in an educational setting. This requirement does not apply to those seeking initial licensure as an administrator.
3. The candidate must recognize that it is his/her responsibility to understand and meet licensure requirements in his/her state and must sign the K-12 Educators Program Checklist.

The candidate may apply to the School of Education for an Institutional Recommendation (IR) attesting to the candidate's qualification for initial licensure upon completion of licensure requirements, including the passing of a state licensure / professional content exam.

EdD Graduation Advising Sheet



The advising sheet for the JIU School of Education EdD in K-12 Education Leadership program is intended to help students plan for their success. Students who have questions about this graduation advising sheet should contact their Student Support Counselor.

GRADUATION REQUIREMENTS FOR THE EDD IN K-12 EDUCATION LEADERSHIP DEGREE

_____ Minimum 3.0 Cumulative Grade Point Average

_____ Successful Completion of Core Content Courses:

1. _____ EDU790 Current K-12 Education Theories
2. _____ EDI791 Facilitating a Shared Vision of Learning (Key Assessment 2)
3. _____ EDI796 Ethical Leadership (Key Assessment 6)
4. _____ EDI798 Leading K-12 Organizations that Foster Learning (Key Assessment 3)
5. _____ EDI800 Collaboration and Learning in Diverse Communities (Key Assessment 7)
6. _____ EDI802 Understanding and Influencing Society (Key Assessment 8)

_____ Successful Completion of Elective Courses (select two of four):

1. _____ EDU795 Public Knowledge and Public Responsibility
2. _____ EDU797 Leadership and the Art of Change Management
3. _____ EDU799 The Future of K-12 Education and Democracy
4. _____ EDU801 K-12 Education Policy Analysis for School Leaders

_____ Completion of state required licensure exams.

1. _____ EDI803 Managing Learning Organization Resources (Key Assessments 4 and 5)

_____ Successful Completion of Research and Inquiry Courses:

1. _____ RES700 Foundations of Doctoral Research Methods
2. _____ RES701 Qualitative Doctoral Research Methods
3. _____ RES702 Quantitative Doctoral Research Methods

_____ Successful Completion of the Comprehensive Written Examination Course EDU850

_____ Successful Completion of the Formal Proposal Course EDU851

_____ Successful Completion of Dissertation Advising Courses:

1. _____ DOC910 Foundations of Doctoral Writing
2. _____ DOC911 Foundations of Doctoral Research
3. _____ DOC912 Structure of the Literature Review
4. _____ DOC913 Developing the Research Question
5. _____ DOC914 Structure of the Research Methodology
6. _____ DOC915 Structure of the Literature Review and Prospectus
7. _____ DOC916 Initial Drafts of the Literature Review
8. _____ DOC917 Initial Drafts of the Research Methodology
9. _____ DOC918 Final Draft of the Literature Review
10. _____ DOC919 Final Draft of the Research Methodology
11. _____ DOC920 Initial Drafts of the Introduction
12. _____ DOC921 Final Draft of the Introduction and IRB Application
13. _____ DOC922 Proposal and IRB Approval

_____ Successful Completion of Dissertation Courses:

1. _____ DISS820 Dissertation Data Gathering
2. _____ DISS821 Dissertation Analysis
3. _____ DISS822 Dissertation Results
4. _____ DISS823 Dissertation Final Defense

_____ Successful Completion of Dissertation Extension Courses (as needed):

1. _____ EDU893 Dissertation Extension 1, School of Education
2. _____ EDU894 Dissertation Extension 2, School of Education
3. _____ EDU895 Dissertation Extension 3, School of Education
4. _____ EDU896 Dissertation Extension 4, School of Education
5. _____ EDU897 Dissertation Extension 5, School of Education
6. _____ EDU898 Dissertation Extension 6, School of Education

_____ Successful Completion of the Formal Defense of the EdD Dissertation

EdD Program Mission, Vision and Professional Standards



The EdD program's mission is to graduate successful and influential K 12 leaders who are critical thinkers—with exceptional knowledge, skills, and integrity—who are able to apply theory to the creative and innovative solutions of practical education problems.

The Jones International University®, Ltd. (JIU®) School of Education's Doctorate of Education (EdD) in K 12 Education Leadership program is designed to be of service to both students and the learning organizations and communities that graduates serve. The School of Education trusts that students who have met the program's rigorous admission standards are mature individuals who are dedicated to their professional growth as well as the growth and well-being of their organizations and

communities.

The program's advisory board and academic leadership aligned the program with the Educational Leadership Constituent Council (ELCC) Standards and the Interstate School Leaders Licensure Consortium (ISLLC) model standards for school leaders, which provide an excellent framework for defining meaningful program outcomes and key assessments to inform the program's mission and vision. The ISLLC standards provide the contextual foundation for the courses, and key assessments and learning outcomes are based on the Educational Leadership Constituent Council (ELCC) standards.

EdD What Students Learn, How Students Learn



The JIU School of Education EdD in K-12 Education Leadership program prepares advanced students who would like to develop theoretical knowledge and applied skills in one of the following five areas of leadership emphasis:

1. teaching and learning
2. education administration
3. education research
4. education policy analysis
5. business for the learning organization

As such, the program prepares key K-12 education leaders who serve as teachers, academic department chairpersons and professional development personnel; administrators, principals, and superintendents; education faculty at institutions of higher education; researchers within organizations who create, implement, and/or evaluate education policy; and entrepreneurs who work with schools and other learning organizations.

What Students Learn

The JIU School of Education EdD in K-12 Education Leadership developed the following student learning categories to maximize students' learning and professional development:

1. educator as critical thinker
2. educator as leader
3. educator as researcher

PROGRAM LEARNING OUTCOMES:

Candidates who complete this program:

- Demonstrate knowledge and skills of the National Council for Accreditation of Teacher Education standards (NCATE).
- Demonstrate knowledge and skills of the Colorado Performance-Based Principal Licensure Standards.
- Demonstrate knowledge and skills of the Educational Leadership Constituent Council Standards (ELCC).

EDUCATOR AS CRITICAL THINKER

Current research on education informed the development of the EdD program of learning and ensures each student's professional development as a critical thinker. Learning objectives and outcomes are designed to improve students' ability to analyze and evaluate current practice as well as their ability to synthesize and apply critical thinking to their professional lives.

Although EdD students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional critical thinkers. The following list of "Educator as Critical Thinker" learning outcomes helps everyone involved in the program, especially students and faculty, stay focused on learning outcomes that are necessary to think critically about the field's urgent questions and problems:

- The JIU School of Education EdD in K-12 Education Leadership student demonstrates the ability to think critically about

important education questions and problems concerning current K-12 education theories; systems of human inquiry and education research; public knowledge and public responsibility; leadership and the art of change management; the future of K-12 education and democracy; and K-12 education policy analysis for school leaders.

- The student demonstrates the ability to analyze and evaluate current theories of education as well as the ability to develop synthetic, personal concepts that inform his/her education commitments.
- The student demonstrates the ability to analyze and evaluate current systems of human inquiry and education research.
- The student demonstrates the ability to analyze and evaluate the reporting of research that impacts the public discourse on education as well as the ability to develop a personal position on an influential, culture-changing public report or book.
- The student demonstrates the ability to analyze and evaluate current theories and practice of leadership as well as the ability to develop synthetic, personal concepts that inform his/her leadership commitments.
- The student demonstrates the ability to analyze and evaluate current education practice as well as the ability to prepare for the future of education and democracy.
- The student demonstrates the ability to analyze and evaluate current practice in education policy analysis as well as the ability to conduct education policy analysis and make recommendations for policy improvements.

EDUCATOR AS LEADER

Although EdD students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education leaders. The following list of “Educator as Leader” learning objectives assists everyone involved in the program, especially students and faculty, to stay focused on learning outcomes that are necessary to be successful and influential K-12 leaders:

- The JIU School of Education EdD in K-12 Education Leadership student demonstrates the functions necessary to be an effective education leader as explained in the Educational Leadership Constituent Council's “Standards for Advanced Programs in Educational Leadership” (see <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>).
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by a school community.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes the safe, efficient, and effective learning environment.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

EDUCATOR AS RESEARCHER

Although EdD students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education researchers. The following list of “Educator as Researcher” learning outcomes assists everyone involved in the program, especially students and faculty, to stay focused on learning outcomes that are necessary to apply theory to the creative and innovative solutions of practical problems:

- The JIU School of Education EdD in K-12 Education Leadership student develops professionally meaningful synthesizing projects that demonstrate the ability to apply theory to the solutions of practical problems. The student also develops—by

working closely with a mentor faculty member and dissertation committee—a creative and innovative dissertation that demonstrates the ability to research an important education question or problem.

- The student's professional synthesizing projects and dissertation are original, significant, ambitious, interesting and exciting.
- The student's professional synthesizing projects and dissertation address important education questions or problems.
- The student's professional synthesizing projects and dissertation demonstrate a deep and thoughtful understanding of the education field and fully incorporate applicable course, program, and institutional learning objectives and outcomes.
- The student's professional synthesizing projects and dissertation are very well written and organized; include components that are connected in a seamless manner; follow the *APA Publication Manual* standards; have a point of view and a confident voice; and are publishable.
- The student's professional synthesizing projects and dissertation are synthetic and interdisciplinary; demonstrate mature critical thinking; and include argument that is focused, logical, rigorous, and sustained.
- The student's professional synthesizing projects and dissertation demonstrate a deep and thoughtful understanding of relevant literature; are thoroughly researched; and include rich data from multiple sources.
- The student's professional synthesizing projects and dissertation are theoretically sophisticated and demonstrate a deep understanding of theory.
- The student's professional synthesizing projects and dissertation demonstrate sound use of tools, methods, approaches and types of analyses; include analysis that is comprehensive, complete, sophisticated, and convincing; include conclusions that tie the projects together; are of interest to the larger academic and/or practitioner community, and advance the ways readers think; and push the discipline's boundaries and open new areas for research.

HOW STUDENTS LEARN

The EdD program's curriculum balances the study of theory in the university's virtual classrooms with the practice of leadership in schools. Students do not complete the EdD program by merely reading and writing in their home offices. Instead, each student completes professional synthesizing projects, professional leadership development reports, and a dissertation that require him/her to apply classroom learning in practical ways under the guidance of supervising faculty members who are both scholars and successful practitioners. All projects and dissertations must be well defined, must have clear benefits to specific learning communities, and must have clear paths to completion. The academic leadership believes that the Educational Leadership Constituent Council's "Standards for Advanced Programs in Educational Leadership" provide an excellent framework for defining meaningful program outcomes.

In brief, the ELCC standards outline the functions necessary for effective leadership in the field of education. The standards were drawn from research on effective education leaders and the collective knowledge of education leaders developed by a specialized professional association, which represent a set of national standards for educational leaders. Similarly, the ISLCC standards, "...present a common core of knowledge, dispositions, and performances that link leadership forcefully to productive schools and enhanced educational outcomes." The EdD advisory board and academic leadership share both consortia's commitment to raising the bar for the practice of school leadership.

The EdD program's graduation standards are high, and the degrees awarded are appropriate to the profession. By submitting the following professional deliverables, students demonstrate: a.) the ability to think critically about important education questions and problems; b.) the functions necessary to be effective education leaders; and c.) the ability to apply theory to the creative and innovative solutions of practical education problems.

EDD STUDENTS:

1. read and critique fundamental readings to ensure that they have mature and thoughtful understandings of the education field's relevant literature and theory
2. read and critique selected readings to ensure that they are familiar with a significant body of literature in a specific area of education leadership emphasis
3. write professional leadership development reports in which they analyze their personal learning and improvements in education leadership ability against ELCC standards

4. develop professional synthesizing projects in which they apply course content in professionally meaningful ways while demonstrating achievement of course, program and institutional learning objectives and outcome
5. develop dissertations in which they demonstrate the ability to research important education questions or problems
6. engage in ongoing professional discussions with peers in the leadership program about their professional reading, professional leadership development (ELCC standards), professional synthesizing projects, and dissertations

JIU is built on a model that expects students, with the proper support and guidance, to meet performance level expectations. EdD faculty use both formative and summative assessment to assess each student's critical thinking, leadership, and research competence. Faculty members use assessment rubrics and appraisal forms to explain "strengths," "areas of concern," and "recommendations" for improvement so that students may meet performance level expectations. Each student receives regular, helpful formative feedback from faculty during each course and mentor session, and faculty members provide a meaningful summative assessment for each of the student's professional deliverables. To graduate from the program, all of a student's professional deliverables must meet performance level expectations.

Curriculum

The JIU School of Education EdD in K-12 Education Leadership is committed to creating a world-class curriculum that challenges and compels students to become successful and influential K-12 leaders. The program requires a depth and breadth of knowledge beyond the master's level and follows a logic that helps students move from the theoretical foundations of education toward imagining and preparing for a boundless education future.

Specifically, the EdD curriculum:

1. addresses the program's outcomes by being rigorous, coherent and organized to prepare professionals
2. balances theory with practical field experience
3. is structured so students can complete the degree in as few as three years of uninterrupted, focused study
4. includes core content courses (in excess of 50% of the program's credits) that require students to gain doctorate-level knowledge of the field
5. includes research methods courses that require students to gain doctorate-level knowledge of research
6. includes 8 key assessments demonstrating candidate proficiency of ELCC standards
7. includes a comprehensive written examination course to ensure that students demonstrate mastery of the core content in a supervised exam
8. includes a formal proposal course to ensure that students prepare appropriate research proposals
9. includes mentoring courses that allow students to work closely with a faculty mentor
10. includes dissertation courses that pair students with their dissertation committees to ensure that students' dissertation efforts are supervised
11. includes a "graduation advising sheet" designed to help students plan for their success in the program

DOCTORATE IN K-12 LEADERSHIP PROGRAM COURSE REQUIREMENTS

CONCURRENT ENROLLMENT IN CONTENT AND MENTORING COURSES

EDU790	Current K-12 Education Theories		DOC910	Foundations of Doctoral Writing
RES700	Foundations of Doctoral Research Methods	Key Assessment 2	DOC911	Foundations of Doctoral Research

EDU795	Public Knowledge and Public Responsibility		DOC912	Structure of the Literature Review
RES701 and 702	Qualitative Doctoral Research Methods or Quantitative Doctoral Research Methods		DOC913	Developing the Research Question
EDU797	Leadership and the Art of Change Management		DOC914	Structure of the Research Methodology
EDU799	The Future of K-12 Education and Democracy	Key Assessment 6	DOC915	Structure of the Literature Review and Prospectus

EDU801	K-12 Education Policy Analysis for School Leaders		DOC916	Initial Drafts of the Literature Review
EDI791	Facilitating a Shared Vision of Learning	Key Assessment 3	DOC917	Initial Drafts of the Research Methodology
EDI803	Managing Learning Organization Resources		DOC918	Final Draft of the Literature Review
EDI798	Leading K-12 Organizations that Foster Learning	Key Assessment 7	DOC919	Final Draft of the Research Methodology
EDI796	Ethical Leadership		DOC920	Initial Drafts of the Introduction
EDI800	Collaboration and Learning in Diverse Communities	Key Assessment 8	DOC921	Final Draft of the Introduction and IRB Application

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EDI802	Understanding and Influencing Society	Key Assessments 4 and 5	DOC922	Proposal and IRB Approval
EDU850	Comprehensive Examination		DOC923	Dissertation Chapter 3:3 Final
EDU851	Formal Proposal			
DISS820	Dissertation Data Gathering			
DISS821	Dissertation Analysis			
DISS822	Dissertation Results			
DISS823...	Dissertation Final Defense			

Note: JIU recommends that candidates complete Key Assessment 1 (professional content exam) prior to EDU803. Candidates are required to complete Key Assessment 1 prior to graduation.

Review Courses

Doctoral program students who have been pre-approved to transfer graduate level credits from another university will be automatically enrolled in a Review section to monitor the relevant course. This required review section is a Pass/Fail, 0 credit, \$0 fee course. Students will be required to participate in the Forum discussion as they would in a regular section and also be required to submit a study guide that will assist preparations for the Comprehensive Exam and Dissertation. For more information see the [Transfer of Credit Policy](#).

Doctorate in Education



- [Program Information](#)
- [Required Program Disclosures](#)

COMPLETING A DOCTORATE IN EDUCATION (EDD) DEGREE prepares candidates for professional practice in various learning environments. Opportunities for individuals with doctoral degrees in education include school leadership, organizational training and education, administration of education programs, program and curriculum design in both traditional and computer mediated settings. The [doctoral degree](#) is the highest degree attainable in most academic disciplines and requires candidates to master the knowledge in their field of interest, as well as contribute to it through original research. While earning a doctoral degree is rigorous and time consuming, it is both personally and professionally satisfying.

JIU's School of Education offers two different doctoral degrees to meet varying interests: [EdD in Adult Education Leadership](#) and [EdD in K-12 Education Leadership](#).

The [EdD in Adult Education Leadership](#) program has purposefully been designed to cross the traditional boundaries between education and business. This program is designed for professionals working with adult learners in various organizational settings including higher education, corporate structures, health care organizations, government and military settings. The study of adult learning theory and practice and program planning for adult education activities serves many types of organizational needs.

For those who are interested in becoming a school leader, superintendent of schools or K-12 educational researcher, the [EdD in K-12 Education Leadership](#) program might be the right choice. Candidates may also use this program specialization to apply for initial principal/administrator licensure in most states. In addition, this EdD is designed to be of service to both students and the learning organizations and communities that graduates serve.

Candidates who are interested in an advanced graduate degree but do not want to pursue a doctorate degree should consider the [EdS in K-12 Education Leadership](#).

REQUIRED PROGRAM DISCLOSURES

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. This information includes potential occupations in which the program prepares students, tuition and fees, completion rates and median loan debt.

- [Occupations](#)
- [Estimated Program Costs](#)
- [Tuition](#)
- [On-time Completion Rates](#)
- [Median Loan Debt](#)

Occupations:

25-1081.00 - [Education Teachers, Postsecondary](#)
25-1191.00 - [Graduate Teaching Assistants](#)
11-9032.00 - [Education Administrators, Elementary and Secondary School](#)
11-9033.00 - [Education Administrators, Postsecondary](#)
11-9039.00 - [Education Administrators, All Other](#)
25-9031.00 - [Instructional Coordinators](#)
25-3099.00 - [Teachers and Instructors, All Other](#)
25-9099.00 - [Education, Training, and Library Workers, All Other](#)

Please note that this is a list of possible occupations, and is not comprehensive; actual occupation depends upon students' experiences, past education, degree and specialization while at JIU, and industry and employer requirements.

Estimated Program Costs:

Tuition Fees	Books (Supplies)	Fees	Total Program Cost
\$53,640	\$3,060	\$350	\$57,050

Estimated Total Tuition and Fees above does not reflect the use of transfer credits towards a Degree Program, which, if accepted, may reduce the estimated cost of total tuition, books and supplies. Tuition and fees are subject to change at the discretion of JIU.

Tuition:

Course Tuition	
Three-Credit Course	\$2,235

Tuition and fees are subject to change at the discretion of JIU.

On-time Completion Rates:

Total Completed ¹	Completed On-Time ²	On-Time Completion Rate
No Data	No Data	No Data

1. Includes all students who completed the given program between 7/1/09 and 6/30/10; 'No Data' indicates that there were no graduates during this time period

2. Includes only those students who completed between 7/1/09 and 6/30/10 and completed on-time (100% of the program length, as indicated on the JIU Enrollment Agreement); 'No Data' indicates that there were no graduates during this time period

Please note, that the on-time completion rates reflected here are impacted by program credits transferred into JIU from other universities

Median Loan Debt:

	Amt. Borrowed Median
Title IV Loan Debt	No Data
Private Ed. Loan	No Data
	Median Amount Owed
Institutional Finance Plans	No Data

Who should enroll:

3 Doctoral Colloquia Courses – No Cost	No Credit
8 Core Content Courses	24 Credits
3 Research Courses	9 Credits
1 Leadership Capstone Elective Specialization Course	3 Credits
1 Comprehensive Written Examination Course	3 Credits
1 Formal Proposal Course	4 Credits
4 Dissertation Research Courses	16 Credits
13 Dissertation Writing Courses	13 Credits
TOTAL REQUIRED FOR GRADUATION	72 CREDIT HOURS

DOC900	Doctoral and Specialist Degrees: Year 1 Colloquium

EDU770	Foundations of Adult Learning
EDU775	Program Planning Needs Analysis
EDU776	Strategic Learning Plans
EDU777	Instructional Design
EDU778	Instructional Delivery Methods
EDU779	Assessment of Learning Programs
EDU781	Managing Change
EDU782	Leadership in Adult Education

EDU783	Adult Education Leadership: Military
EDU784	Adult Education Leadership: Government
EDU785	Adult Education Leadership: Business & Industry
EDU786	Adult Education Leadership: Higher Education
EDU787	Adult Education Leadership: Healthcare
EDU788	Adult Education Leadership: Staff Development

EDU851	Formal Proposal, School of Education

DOC910	Foundations of Doctoral Writing
DOC911	Foundations of Doctoral Research

RES700	Foundations of Doctoral Research Methods
RES701	Qualitative Doctoral Research Methods
RES702	Quantitative Doctoral Research Methods

EDU850	Comprehensive Examination, School of Education

DISS820	Dissertation Data Gathering
DISS821	Dissertation Analysis
DISS822	Dissertation Results
DISS823	Dissertation Final Defense

<u>DOC912</u>	<u>Structure of the Literature Review</u>
<u>DOC913</u>	<u>Developing the Research Question</u>
<u>DOC914</u>	<u>Structure of the Research Methodology</u>
<u>DOC915</u>	<u>Structure of the Literature Review and the Prospectus</u>
<u>DOC916</u>	<u>Initial Drafts of the Literature Review</u>
<u>DOC917</u>	<u>Initial Drafts of the Research Methodology</u>
<u>DOC918</u>	<u>Final Draft of the Literature Review</u>
<u>DOC919</u>	<u>Final Draft of the Research Methodology</u>
<u>DOC920</u>	<u>Initial Drafts of the Introduction</u>
<u>DOC921</u>	<u>Final Draft of the Introduction and IRB Application</u>
<u>DOC922</u>	<u>Proposal and IRB Approval</u>

Certificate of Education



- [Program Information](#)
- [Required Program Disclosures](#)

JIU'S EDUCATION CERTIFICATE PROGRAMS offer you an exciting way to increase your knowledge, advance your career and expand your opportunities. Whether you want to update your current skill set or gain in-depth, pertinent knowledge in a new area of interest, our quality certificate programs are designed to meet your specific education needs. The same high academic standards of our degree programs apply to our certificate curricula, ensuring that you will get the best and most relevant instruction available.

WHY CHOOSE A JIU CERTIFICATE:

- **CURRICULUM.** The JIU School of Education – responsive to national and international demands for improved education outcomes – offers students a relevant, project-based curriculum and expertly designed courses aligned to professional standards, including those of the National Council for Accreditation of Teacher Education.
- **FACULTY.** JIU's faculty members constitute an inspirational faculty of world-class academics who are committed to every student's learning and career success. Jones faculty members are scholars who hail from the most distinguished universities in the world. More importantly, JIU's faculty members are teachers who have relevant professional experience in the field.
- **SERVICE.** JIU is regionally accredited and offers students a 100% online learning and service model. Every member of the JIU staff is committed to unmatched service that is attentive to students' personal and professional growth. 98% of JIU's students would recommend the university to others.
- **ULTIMATE PROFESSIONAL.** JIU supports your commitment to success by not only providing a quality, relevant education but also by supporting your lifelong career planning. As a student – and alumnus – you will have access to the Total Professional Advantage™ 2.0, an exclusive career development portal and program customized just for you! For more information, visit [TPA™](#).
- **JIU – THE GOLD STANDARD ONLINE UNIVERSITY®.** If you're ready to take the next step to build your career in education and make an impact, JIU stands ready to support your dreams.

REQUIRED PROGRAM DISCLOSURES

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. This information includes potential occupations in which the program prepares students, tuition and fees, completion rates and median loan debt.

- [Occupations](#)
- [Estimated Program Costs](#)
- [Tuition](#)
- [On-time Completion Rates](#)
- [Median Loan Debt](#)

Occupations:

25-9031.00 - [Instructional Coordinators](#)
25-9031.01 - [Instructional Designers and Technologists](#)
11-3042.00 - [Training and Development Managers](#)
13-1073.00 - [Training and Development Specialists](#)
25-2021.00 - [Elementary School Teachers, Except Special Education](#)

25-2022.00 - [Middle School Teachers, Except Special and Vocational Education](#)
 25-2031.00 - [Secondary School Teachers, Except Special and Vocational Education](#)
 11-9039.01 - [Distance Learning Coordinators](#)
 25-3099.00 - [Teachers and Instructors, All Other](#)

Please note that this is a list of possible occupations, and is not comprehensive; actual occupation depends upon students' experiences, past education, degree and specialization while at JIU, and industry and employer requirements.

Estimated Program Costs:

Tuition Fees	Books (Supplies)	Fees	Total Program Cost
\$5,400	\$510	\$0	\$5,910

Estimated Total Tuition and Fees above does not reflect the use of transfer credits towards a Degree Program, which, if accepted, may reduce the estimated cost of total tuition, books and supplies. Tuition and fees are subject to change at the discretion of JIU.

Tuition:

Course Tuition	
Three-Credit Course	\$1,800

Tuition and fees are subject to change at the discretion of JIU.

On-time Completion Rates:

Total Completed ¹	Completed On-Time ²	On-Time Completion Rate
7	6	86%

1. Includes all students who completed the given program between 7/1/09 and 6/30/10

2. Includes only those students who completed between 7/1/09 and 6/30/10 and completed on-time (100% of the program length, as indicated on the JIU Enrollment Agreement)

Please note, that the on-time completion rates reflected here are impacted by program credits transferred into JIU from other universities

Median Loan Debt:

	Amt. Borrowed Median
Title IV Loan Debt	\$0
Private Ed. Loan	\$0
	Median Amount Owed
Institutional Finance Plans	\$0

Certificate in Corporate Training and Knowledge Management: Instructor ibstpi



The Certificate in Corporate Training and Knowledge Management: Instructor ibstpi® prepares students to improve their instruction practice by learning about the International Board Standards for Training, Performance and Instruction (ibstpi®) for instructor standards and by applying these standards to their practice within learning communities. This involves becoming a reflective practitioner through a deep analysis of adult learning theory, research methods to improve learning organizations, knowledge management for workplace learning, needs assessment for learning environments and assessment strategies to improve adult learning.

Required Program Disclosures

CERTIFICATE LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (IBSTPI): Training Manager Competencies.

Who should enroll:

The Certificate in Corporate Training and Knowledge Management: Instructor ibstpi® is intended for those wishing to improve their practice by applying the International Board Standards for Training, Performance and Instruction (ibstpi®) within learning communities.

Orientation Course - no cost	No Credit	<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>
3 Electives	9 Credits		
TOTAL REQUIRED FOR GRADUATION	9 CREDIT HOURS		

<u>EDU522</u>	<u>Research Methods: Improving Learning Organizations</u>
<u>EDU623</u>	<u>Knowledge Management and Workplace Learning</u>
<u>EDU630</u>	<u>Needs Assessment for Learning Environments</u>
<u>EDU653</u>	<u>Assessment Strategies to Improve Adult Learning</u>
<u>EDU681</u>	<u>Adult Learning Theory</u>

Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi



The Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi® prepares students to improve their management practice by learning about the International Board Standards for Training, Performance and Instruction (ibstpi®) for training manager standards and by applying these standards to their practice within learning communities. This involves becoming a reflective practitioner through a deep analysis of strategic planning, business management for learning organizations, management of e-learning, knowledge management for workplace learning and development and implementation of e-learning systems.

Required Program Disclosures

CERTIFICATE LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (IBSTPI): Training Manager Competencies.

Who should enroll:

The Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi® is intended for those wishing to improve their practice by applying the International Board Standards for Training, Performance and Instruction (ibstpi®) within learning communities.

1 Orientation Course - no cost	No Credit	<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>
3 Electives	9 Credits		
TOTAL REQUIRED FOR GRADUATION	9 CREDIT HOURS		

<u>EDU542</u>	<u>Strategic Planning for Educators</u>
<u>EDU544</u>	<u>Business Management for Learning Organizations</u>
<u>EDU621</u>	<u>Managing e-Learning</u>
<u>EDU623</u>	<u>Knowledge Management and Workplace Learning</u>
<u>EDU654</u>	<u>Developing and Implementing e-Learning Systems</u>

Certificate in e-Learning Technology and Design: Instructional Design

ibstpi

The Certificate in e-Learning Technology and Design: Instructional Design ibstpi® prepares students to improve their instructional design practice by learning about the International Board Standards for Training, Performance and Instruction (ibstpi®) for instructional design standards and by applying these standards to their practice within learning communities. This involves becoming a reflective practitioner through a deep analysis of education technology, needs assessment for learning environments, interactive e-learning, e-learning systems and assessment strategies to improve adult learning.

Required Program Disclosures

CERTIFICATE LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (IBSTPI): Instructional Design Competencies.

Who should enroll:

The Certificate in e-Learning Technology and Design: Instructional Design ibstpi® is intended for those wishing to improve their practice by applying the International Board Standards for Training, Performance and Instruction (ibstpi®) within learning communities.

1 Orientation Course - no cost	No Credit	<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>
3 Electives	9 Credits		
TOTAL REQUIRED FOR GRADUATION	9 CREDIT HOURS		

<u>EDU550</u>	<u>Evaluating Education Technology</u>
<u>EDU630</u>	<u>Needs Assessment for Learning Environments</u>
<u>EDU651</u>	<u>Designing Interactive e-Learning</u>
<u>EDU653</u>	<u>Assessment Strategies to Improve Adult Learning</u>
<u>EDU654</u>	<u>Developing and Implementing e-Learning Systems</u>

Certificate in English as a Second Language: Literacy



This 9-hour certificate in ESL: Literacy is designed to empower teachers with the knowledge and skills necessary to facilitate literacy achievement success for K-12 English language learners. Specifically, this certificate focuses on developing teacher expertise in evidence-based practices linked to oral language development, student success in reading and writing, and related teaching methodologies that support student learning for those learning English as a second language.

Required Program Disclosures

CERTIFICATE LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the Performance-Based Standard One for Colorado Teachers: Knowledge of Literacy.
- Demonstrate knowledge and skills of the Teachers of English to Speakers of Other Languages Standards (TESOL).

Who should enroll:

The certificate in ESL: Literacy is intended for practicing teachers who wish to enhance their expertise in how to foster literacy achievement of K-12 students learning English as a second language.

Orientation Course - no cost	No Credit
3 Electives	9 Credits
TOTAL REQUIRED FOR GRADUATION	9 CREDIT HOURS

<u>JIU101</u>	<u>Orientation - Successful Online Learning</u>

<u>EDU527</u>	<u>Literacy I</u>
<u>EDU528</u>	<u>Literacy II</u>
<u>EDU533</u>	<u>Pedagogic Principles in Second Language Learning</u>
<u>EDU534</u>	<u>Teaching Language Skills</u>
<u>EDU535</u>	<u>Bilingual Education</u>

Certificate in English as a Second Language: Curriculum Instruction and Assessment



This 9-hour certificate in ESL: Curriculum, Instruction and Assessment is designed to empower teachers with the knowledge and skills necessary to use assessment data to guide effective curricular and instructional decisions for K-12 students learning English as a second language.

Required Program Disclosures

CERTIFICATE LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the Teachers of English to Speakers of Other Languages Standards (TESOL).

Who should enroll:

The certificate in English as a Second Language: Curriculum, Instruction and Assessment is intended for practicing teachers seeking to enhance their effectiveness in supporting K-12 students learning English as a second language by using assessment data to guide curricular and instructional practices.

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1 Orientation Course - no cost

No Credit

3 Electives

9 Credits

**TOTAL REQUIRED FOR
GRADUATION**

**9 CREDIT
HOURS**

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EDU532 Introduction to Second Language Acquisition

EDU533 Pedagogic Principles in Second Language Learning

EDU534 Teaching Language Skills

EDU536 Assessment for Second Language Learners of English

EDU537 Multicultural Communication

Pathways to Accomplished Teaching Certificate



NEEDS ANALYSIS AND OCCUPATIONAL OUTLOOK

Both common knowledge and research tell us that the greatest impact on student learning is the quality of instruction delivered by the teacher in the classroom. Students exposed to accomplished teachers show significantly larger gains in learning than those exposed to teachers who are not as accomplished. The National Board for Professional Teaching Standards (NBPTS) has defined what accomplished teachers should know and be able to do. The Standards, based on five core propositions, provide a framework that teachers can follow as they improve their teaching practice.

Furthermore, the United States Department of Labor reports that the demand for elementary, middle and secondary school administrators and teachers will be strong through the next decade. Regarding “Most Job Openings,” elementary teachers are ranked third; secondary school teachers are ranked fifth; and middle school teachers are ranked seventh. K-12 education administrators make the list at #34.

To help meet this demand in an exceptional way, the JIU School of Education has developed our Pathways to Accomplished Teaching certificate for students who are already licensed educators. The Pathways certificate prepares graduates to submit their materials to the National Board for Professional Teaching Standards and to compete for the following kinds of positions.

- Department Chair
- Elementary School Teacher
- Gifted and Talented Teacher
- High School Teacher
- Instructional Coordinator
- Instructional Designer
- Instructional Technologist
- Instructional Technology Teacher
- Lead Teacher
- Middle School Teacher
- Online Learning Coordinator
- Professional Development Coordinator
- Program Director
- Specialist in Curriculum, Instruction and Assessment

VISION

JIU School of Education graduates of the Pathways to Accomplished Teaching certificate program are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

MISSION

The JIU School of Education Pathways to Accomplished Teaching certificate program provides for each student a pathway to become a total professional; graduates are prepared for their own life-long personal and professional growth. The School offers certificate and degree programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

PROFESSIONAL STANDARDS

The JIU School of Education Pathways to Accomplished Teaching certificate program aligns with the professional standards of these organizations: National Board for Professional Teaching Standards (NBPTS), Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Higher Learning Commission (HLC) and National Council for Accreditation of

Teacher Education (NCATE).

The CDE and CDHE recognize the high quality of JIU's MEd and EdD preparation degree programs and have designated the JIU School of Education as a state-approved program of preparation for teachers, principals and administrators. For most states, graduating from a state-approved program of preparation is an important step toward achieving educator licensure or certification.

Program Overview: The Pathways to Accomplished Teaching certificate is designed to help students improve their teaching practice by learning about the National Board for Professional Teaching Standards and by applying these standards to their practice. This involves becoming a reflective practitioner through a deep analysis of instruction, pedagogical practice, student work, student learning and professional involvement.

Who should enroll: The Pathways to Accomplished Teaching certificate program is intended for current and future National Board candidates or those wishing to improve their practice by applying the National Board Standards.

Curriculum

EDU-NB800	Using Backwards Design to Improve Teaching	3
EDU-NB801	Using Video Evidence to Improve Teaching Practice	3
EDU-NB802	A Professional Community of Accomplished Teachers	3
	Total	9

Transfer Credit Options for Pathways Certificate Graduates Enrolling in Select JIU Degree Programs:

Candidates seeking enrollment in any of the following programs may receive up to nine graduate level transfer credits for successfully completing courses in the Pathways to Accomplished Teaching Certificate program as outlined in the table below.

- MEd in Elementary Curriculum, Instruction and Assessment Program (for Licensed Educators)
- MEd in K-12 English as a Second Language Education Program (for Licensed Educators)
- MEd in K-12 English as a Second Language Specialist: Bilingual Education Program (for Licensed Educators)
- MEd in K-12 Instructional Technology Program (for Licensed Educators)
- MEd in Secondary Curriculum, Instruction and Assessment Program (for Licensed Educators)
- Education Specialist (EdS) in K-12 Education Leadership
- Doctorate of Education (EdD) in K-12 Education Leadership

EDU-NB800	EDI 798 Leading K-12 Organizations That Foster Learning	EDU 500 Educational Theory Into Practice, or EDU 524 Exceptional Needs in Inclusive Classrooms
EDU-NB801	EDU 790 Current K-12 Education	EDU 500 Educational Theory Into Practice, or EDU 524

	Theories	Exceptional Needs in Inclusive Classrooms
EDU-NB802	EDI 800 Collaboration and Learning in Diverse Communities	EDU 503 Assessment Strategies to Improve K-12 Learning

Sponsored Service Learning

There is no more important element to an educator's professional growth than being an active member of a network of practicing professionals; some in the field refer to this network as a "community of practice." Knowledge is not near enough to be successful; influential educators know how to build relationships with clients, political leaders, business leaders, media professionals and, critically, other professional educators.

In each course, a student has the opportunity to work directly with a sponsor—a leader or leadership team in the field—who has a real need for a project to be done. Appropriate sponsors include building-level leaders (teacher leaders, program chairs and principals), district leaders (superintendents and school boards), state legislators, state committees, professional associations, etc. Students work closely with their faculty members and sponsors to complete professional synthesizing projects that matter to their learning communities, and at the same time, students build relationships with leaders in their communities and organizations.

Often, a student chooses to work with the same sponsor for two or more professional synthesizing projects. This offers students and the learning organizations that they serve the opportunity to explore an important education question or problem over time and in considerable depth.

Professional Synthesizing Projects

In every course, each student submits a portfolio-ready professional deliverable that demonstrates learning objectives have been met. This deliverable is referred to as the "professional synthesizing project."

A professional synthesizing project is a doctorate-level research project that demonstrates the candidate's ability to apply theory learned in a course to the solution of a practical problem in the field. There are a number of distinguishing features of a successful professional synthesizing project that are briefly explained below. A successful professional synthesizing project:

- Is drawn from the real needs of a specific learning community (at the building, district, state or federal level) and addresses an important education question or problem.
- Has a sponsor—a leader or leadership team in the field—who has a real need for the project to be done.
- Includes a step-by-step plan and a realistic timeline for completion within a course.
- Employs well-defined success measures, benchmarks, tasks, roles and responsibilities, resources and strategies.
- Demonstrates the student's mature critical thinking as well as a thoughtful understanding of the education field's literature and theory.
- Is extremely well written, has a point of view and a confident voice and follows the APA Publication Manual standards.
- Incorporates applicable course, program and institutional learning objectives and outcomes in a synthetic and interdisciplinary manner.
- Is thoroughly researched, includes rich data from multiple sources and provides analysis that is comprehensive and convincing.
- Includes an argument that is focused, logical, rigorous and sustained.
- Provides a conclusion that ties the project together and advances the ways that readers think.

In other words, each professional synthesizing project is exciting, thorough, personally meaningful and of interest to the larger academic and/or practitioner community.

Formative and Summative Assessment of Student Learning

The School of Education's faculty provide formative and summative assessment of each student's professional deliverables in each course. The School is built on a model that expects students, with proper support and guidance, to meet performance level

expectations. Each student receives regular, helpful formative feedback from faculty members during each course and a summative evaluation on all professional synthesizing projects. To graduate from the program, a student must demonstrate achievement of program outcomes.

Course Descriptions

For information about course descriptions, please see the JIU School of Education Catalog.

Pathways to Accomplished Teaching



The Pathways to Accomplished Teaching certificate is designed to help students improve their teaching practice by learning about the National Board for Professional Teaching Standards and by applying these standards to their practice. This involves becoming a reflective practitioner through a deep analysis of instruction, pedagogical practice, student work, student learning and professional involvement.

Required Program Disclosures

CERTIFICATE LEARNING OUTCOMES:

- Demonstrate knowledge and skills of the National Board for Professional Teaching Standards (NBPTS).

Who should enroll:

The Pathways to Accomplished Teaching certificate program is intended for current and future National Board candidates or those wishing to improve their practice by applying the National Board Standards.

3 Core Courses	9 Credits
TOTAL REQUIRED FOR GRADUATION	9 CREDIT HOURS

EDU-NB800	Using Backwards Design to Improve Teaching
EDU-NB801	Using Video Evidence to Improve Teaching Practice
EDU-NB802	A Professional Community of Accomplished Teachers

Courses

DISS820 Dissertation Data Gathering

DISS821 Dissertation Analysis

DISS822 Dissertation Results

DISS823 Dissertation Final Defense

DOC900 Doctoral and Specialist Degrees: Year 1 Colloquium

This orientation course is the first step in the JIU doctoral program. Candidates will explore the challenges and opportunities of online learning, what's expected of them as doctoral candidates, what they can expect from the JIU faculty, the structure of a typical JIU course, and the tools and resources available to support doctoral candidates.

There are no course projects due for this orientation. However, there are several graded assignments that must be completed and submitted to ensure that candidates are familiar with the doctoral program and tools before beginning their first course.

Prerequisites:

Future Start Status

DOC910 Foundations of Doctoral Writing

DOC911 Foundations of Doctoral Research

DOC912 Structure of the Literature Review

This course introduces students to the dissertation literature review and facilitates the development of a structure for the writing of the second chapter of their dissertation. Additionally, the course provides students with an opportunity to analyze the entire process of developing a dissertation and the methodology by which JIU approaches dissertation development.

Through the course project, Structure of the Review of Literature, students will learn how to create a literature review that is scholarly, informative, and persuasive. By completing the course project, students will have developed the structure for their dissertation literature review.

DOC913 Developing the Research Question

This course is designed to assist candidates in developing their research ideas and topics into specific research questions. Throughout, candidates will learn how to hone their research ideas so that the research they propose is specific, appropriate, and executable. By the end of the course, candidates will be able to explain their proposed research in operational terms and produce a written explanation that is scholarly, informative, and meets JIU dissertation standards.

The course project, Report: Statement of Intended Research, culminates in a synthetic account of how the candidate plans to approach their dissertation research. This includes an overview of the proposed research topic, the theoretical framework that supports the need for the proposed study, proper research questions, as well as preliminary assumptions, limitations, and definition of terms.

DOC914 Structure of the Research Methodology

DOC915 Structure of the Literature Review and the Prospectus

DOC916 Initial Drafts of the Literature Review

DOC917 Initial Drafts of the Research Methodology

DOC918 Final Draft of the Literature Review

DOC919 Final Draft of the Research Methodology

DOC920 Initial Drafts of the Introduction

DOC921 Final Draft of the Introduction and IRB Application

DOC922 Proposal and IRB Approval

EDI791 Facilitating a Shared Vision of Learning

Educator as leader is the focus of this course. Candidates will:

- Explore the importance of a vision as a central guide to all school decisions,
- Analyze the effectiveness of the vision, mission and goals shared by a specific learning community,
- Promote the success of all learners by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by their learning community,
- Under the direction of a site supervisor, plan, discuss, and lead the learning community effectively in applying their vision to a program or problem at the school.
- Reflect on their own strengths and challenges as a visionary leader.

The course project, The Visionary Leader: Facilitating a Shared Vision of Learning, is a key assessment designed to demonstrate mastery of the ELCC professional standards. The Course Project is a portfolio that documents the candidate's skills and accomplishments in facilitating a vision of learning.

Prerequisites:

1. Student Support Counselor permission required for this course.
2. Candidates in the EdD K-12 Leadership program only:
 - a. Successfully completed 33% of Program
 1. DOC900, DOC910-915, EDU790, RES700, EDU795, EDU797, EDU799 and EDU801, plus either RES701 or RES702.
3. Candidates in the EdS program only:
 - a. Successfully completed 15 credits of Program
 1. DOC900, EDU790, EDU795, EDU797, EDU799 and EDU801.
4. Possess 3.0 cumulative GPA.
5. Secure internship placement.
 - a. Candidates are required to secure a placement in an American school/district that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.).
6. Submission of passing score on state licensure exam.
7. Candidates are required to disclose the state to which they intend to seek licensure.
8. Secure qualified principal / administrator site supervisor and submit site supervisor qualifications.
 - a. Candidates are required to identify a site supervisor who (1) possesses a current United States

principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Candidates are required to submit a copy of the site supervisor's state license, and a copy of the site supervisor's resume to Student Services.

9. Submission of the District Agreement Form.

10. Attestation.

a. Candidates are required to sign an attestation that states the following:

1. I embrace the belief that all students can learn and I am committed to ideas of fairness. I will demonstrate these dispositions as I work with K-12 students and the K-12 community during my clinical experiences.

11. Submission of a signed Clinical Practice Attestation Form.

EDI796 Ethical Leadership

This course analyzes and evaluates ELCC Standard 5, focusing on educator integrity, fairness, and ethics. The course focuses on the school as a community of ethical values, the task of becoming an ethical leader, and the priorities of justice and caring. Candidates explore ethics and social evolution, as well as changing technology.

The course project, The Ethical Leader: Developing an Ethical Leadership Process, is a key assessment designed to demonstrate mastery of the ELCC professional standards. Each JIU candidate develops with his/her classmates an ethical decision-making process and provides a rationale. The process the group devises will have succinct, clearly defined steps and be broadly applicable to ethical dilemmas found in K-12 learning institutions. The candidate will also identify and describe his or her personal ethical leadership characteristics and identify the areas that he or she needs to develop to become a stronger ethical leader.

Prerequisites:

1. Student Support Counselor permission required for this course.
2. EDI791

EDI798 Leading K-12 Organizations that Foster Learning

Educator as leader of teaching and learning is the focus of this course. Candidates will:

- Investigate the influence of school culture on promoting the success of all students
- Explore the influence of effective school programs (curriculum) on promoting the success of all students
- Examine the influence of best practices of student learning (instructional strategies) on promoting the success of all students
- Consider the influence of comprehensive professional growth plans (staff development) for staff on promoting the success of all students
- Under the direction of a site supervisor, plan, discuss, and lead the learning community in promoting the success of all students via a program or activity at the school
- Reflect on their own strengths and challenges as an academic leader that can promote the success of all students

The course project, Promoting Teaching and Learning in K-12 Schools, is a key assessment designed to demonstrate mastery of the ELCC professional standards. The Course Project is a portfolio that documents the candidate's skills and accomplishments in promoting the learning of all students.

Prerequisites:

1. Student Support Counselor permission required for this course.
2. EDI791

EDI800 Collaboration and Learning in Diverse Communities

This course focuses on the education leader's skills in building community far beyond the school walls, integrating the resources

of the town and state into the school environment, and extending the resources of the school into the neighborhood. In this course, candidates explore three themes:

- Diversity as an asset to individual students and the community
- Building community relations
- Communication in a diverse learning community

The course project, Internship Portfolio: Collaboration and Learning in Diverse Communities, is a key assessment designed to demonstrate mastery of the ELCC professional standards. Each candidate is responsible for developing with his or her internship site supervisor and colleagues at their internship site a *One Year Action Plan for Partnerships* as part of the course project, in which the candidate analyzes and evaluates current and relevant literature on effective partnerships with school, home, and community stakeholders.

Building on the base of best practice, candidates audit the internship site for evidence of partnerships that are already in place. They then create a plan for change that leads to greater school, home, and community mutual support. The plan will be supported by a presentation to a subset of affected stakeholders. Finally, the candidate reflects on plans for implementation.

Prerequisites:

1. Student Support Counselor permission required for this course.
2. EDI791

EDI802 Understanding and Influencing Society

This course prepares candidates to promote the success of all learners by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through the exercise of their own personal leadership qualities. The focus of the course is ELCC Standard 6.

The course project, The Influential Leader: Understanding the Larger Political, Social, Economic, Legal and Cultural Context, is a key assessment designed to demonstrate mastery of the ELCC professional standards. Each JIU candidate develops with his or her classmates a statement of the educator's role, which includes information on the role of law, governance, public education, and the political, cultural, or economic context supported by educational research and ELCC Standard 6.0. In addition, the candidate evaluates his or her personal leadership strengths and weaknesses relevant to understanding, responding to, and influencing the larger context, and creates a plan for improvement.

Prerequisites:

1. Student Support Counselor permission required for this course.
2. Candidates in the EdD K-12 Leadership program only:
 - a. DOC916-921, EDI791, EDI796, EDI798, EDI800, EDI803
3. Candidates in the EdS program only:
 - a. EDI791, EDI796, EDI798, EDI800, EDI803

EDI803 Managing Learning Organization Resources

EDU803 addresses two requirements for doctoral candidates: to satisfy the requirements of ELCC Standard 3 related to the governance of resources in a school, and to satisfy the requirements of ELCC Standard 7 related to conducting an internship in school leadership.

The course encompasses these two requirements by requiring that candidates investigate principles and practices of school resource management and apply this knowledge to authentic administrative work in a real school setting.

Candidates complete reading and writing assignments related to the conduct of resource management practices in a school setting, such as fiscal budgeting and control, facilities operations, legal matters, human resources management, etc. Internship

assignments relate to conducting actual, practical governance of these various resources within a school setting.

The course project, Internship Portfolio: Management of School Resources, is a key assessment designed to demonstrate mastery of ELCC professional standards. The Course Project is a portfolio that documents the candidate's skills and accomplishments in promoting the learning of all students.

Prerequisites:

1. Student Support Counselor permission required for this course.
2. EDI791

EDU-NB800 Using Backwards Design to Improve Teaching

This course develops the knowledge and skills necessary to complete Entry 1 of the National Board for Professional Teaching Standards (NBPTS) certification process, which requires candidates to describe, analyze, and reflect on their current teaching pedagogy. Content focuses on using backwards design in developing a unit plan of study and differentiating instruction to meet the individual needs of K-12 students.

The course project, Backwards Design Unit: Differentiating Instruction to Prepare for National Board Certification, requires candidates to plan and implement a unit of instruction that incorporates backwards design. Candidates complete a Written Commentary (in preparation for Entry 1 of the NBPTS) that identifies intended learning outcomes, describes teaching strategies, provides the research base for pedagogical decisions, analyzes K-12 student work and learning, and reflects on the impact on K-12 student learning.

EDU-NB801 Using Video Evidence to Improve Teaching Practice

This course develops the knowledge and skills necessary to complete Entry 2 or Entry 3 of the National Board for Professional Teaching Standards (NBPTS) certification process, which requires candidates to describe, analyze, and reflect on evidence of K-12 student learning in a classroom-based video recording. Content focuses on identifying learning strengths and challenges of the individual K-12 students, and implementing a variety of brain-based, gender-based, and collaborative teaching strategies to address individual student needs.

The course project, Video-Evidenced Teaching: Analyzing Recorded Instructional Strategies to Address K-12 Student Needs, requires candidates to submit a classroom-based recording. Candidates will complete a Written Commentary (in preparation for Entry 2 or Entry 3 of the NBPTS) that identifies intended learning outcomes, describes teaching strategies, provides the research base for pedagogical decisions, analyzes student learning, and reflects on the impact on student learning.

EDU-NB802 A Professional Community of Accomplished Teachers

This course develops the knowledge and skills necessary to complete Entry 4 and prepare for the Assessment Center exercises in the National Board for Professional Teaching Standards (NBPTS) certification process. Content focuses on identifying professional activities that demonstrate candidates' work with families and communities, as leaders and collaborators, and as learners. Additional focus is placed on examining and responding to released Assessment Center prompts in an effort to prepare for the Assessment Center exercises.

The course project, Documented Accomplishments: Identifying Professional Accomplishments and Their Impact on K-12 Student Learning, requires candidates to identify accomplishments and provide documentation for those accomplishments (in preparation for Entry 4 of the NBPTS). Candidates will describe individual accomplishments, telling why each is significant, and explain the impact that each accomplishment has on K-12 student learning. The project will also include prompts and responses candidates create to simulate the Assessment Center portion of the certification process.

EDU500 Educational Theory Into Practice

This course lays a foundation for future studies through the introduction of learning theory and methodology, and through practical application of the various practices required in a typical JIU distance-learning course of study. The course introduces candidates to:

- Instructional methods of a typical JIU distance-learning course of study
- Various learning theories and instructional methodologies applied to educational practice
- Instructional methods used for lesson planning in educational practice
- Primary sources for instructional purposes, including those found in the Library of Congress

The course project, Lesson Plan Portfolio: Integrating Learning Theory into Practice (teachers) or Curriculum Guide Portfolio: Integrating Learning Theory into Practice (educational administrators), consists of multiple lesson plans/curriculum guides designed for social studies or science instruction, each utilizing a particular instructional methodology. When the project is complete, the candidate will have a guide to classroom application with concrete examples.

This course does not include a required field-based activity.

EDU503 Assessment Strategies to Improve K-12 Learning

This course introduces the essential concepts and practices of educational assessment. Assessment information that drives decisions about the classroom student, the effectiveness of the instructional program, and the instructor is derived by studying:

- Achievement targets and assessment design
- Test construction within the context of validity, reliability, and fairness
- Analysis of test results and progress monitoring
- Assessment reform and district, state, and national assessments

In the course project, Model Assessment Program (MAP): Planning and Implementing Effective Assessment and Evaluation, candidates demonstrate the ability to plan and implement effective evaluation through the creation of a Model Assessment Program (MAP) that incorporates technology, benchmarks, assessment targets, and a scheme for scoring, analyzing, and reporting assessment results. The project is a key assessment for candidates in the MEd in K-12 Instructional Technology programs and it is designed to demonstrate mastery of the International Society for Technology in Education Technology Facilitation Standards.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU518 Instructional Methods for Secondary Mathematics

This course will provide candidates the opportunity to explore research-based strategies for teaching secondary mathematics (middle school and high school, grades six through twelve) in alignment with the Common Core State Standards and the Colorado Academic standards and findings from the National Mathematics Advisory Panel. Best practices in assessing student learning also will be explored. By using standards as a key resource, there is a strong focus on the essential topics of secondary mathematics, including numbers and operations, algebra, geometry, measurement and data analysis. This course combines secondary mathematics content with mathematics methods in a coordinated way through the completion of a Teacher Work Sample.

In the course project, Mathematics Teacher Work Sample: Supporting Student Learning, candidates will develop and implement a Teacher Work Sample. Candidates choose an important math skill or concept, implement a valid and reliable pre-test, analyze the results, design and implement a mathematics lesson, evaluate student learning, implement a post test, analyze the results and reflect on the experience with his/her sponsor, thereby being individually accountable for improving his/her instructional skills.

This course includes a field-based experience, that is, required activities that take place in a secondary classroom. Candidates also are required to work with a sponsor in this course (e.g., a licensed K-6 teacher, school principal, other licensed K-12 educator, etc.) and complete activities with secondary students onsite in a school-based classroom. For more information about sponsored courses, please contact your Student Support Counselor.

EDU519 Instructional Methods for Elementary Mathematics

This course will provide candidates the opportunity to explore research-based strategies for teaching elementary mathematics (grades kindergarten through six) in alignment with national and state content standards, findings from the National Mathematics Advisory Panel, and standards established by the Association for Childhood Education International (ACEI). Best practices in assessing K-6 student learning will also be explored. By using the national, state and ACEI standards as a key resource, there is a strong focus on the essential topics of elementary mathematics, including numbers and operations, algebra, geometry, measurement, and data analysis. This course combines elementary mathematics content with elementary mathematics methods in a coordinated way through the completion of a Teacher Work Sample.

In the course project, Mathematics Teacher Work Sample: Supporting Student Learning, candidates will develop and implement a Teacher Work Sample. Candidates choose an important math skill or concept, implement a valid and reliable pre-test, analyze the results, design and implement a mathematics lesson, evaluate K-6 student learning, implement a post test, analyze the results, and reflect on the experience with his/her sponsor, thereby being individually accountable for improving his/her instructional skills.

This course includes a field-based experience, that is, required activities that take place in a K-6 classroom. Candidates must secure a sponsor (e.g., a licensed K-6 teacher, school principal, other licensed K-12 educator, etc.) and complete activities with K-6 students onsite in a school-based classroom.

Prerequisites:

EDU503 must be successfully completed before registering for EDU519.

EDU521 K-12 Students Using Technology

This course addresses technologies that support candidates in designing activity-based instruction for K-12 students to encourage meaningful learning and critical thinking. This course also discusses the risks associated with Internet use by children.

In the course project, Technology Unit Plan and Presentation: Implementing Effective Activity-based Instruction, each candidate demonstrates effective application of knowledge, skills, and dispositions through the development of a technology unit plan that teaches K-12 students to use technology efficiently to develop a creative solution to a real-world problem, and a presentation of the unit plan for school administration and staff. The project is a key assessment for candidates in the MEd in K-12 Instructional Technology programs, and it is designed to demonstrate mastery of the International Society for Technology in Education Technology Facilitation Standards.

This course does not include a required field-based activity.

EDU522 Research Methods: Improving Learning Organizations

This course teaches students how to apply fundamental research skills in developing and delivering adult education programs, with an emphasis on short term, applied research applications as opposed to theoretical research. In adult education, the educator is often called upon to justify the development or continuation of an educational program based on research into the usefulness of that program to achieve desired results. This course provides a means to that end.

The course project, Applied Research Report: Designing, Implementing, and Publishing Research in a Learning Organization, prepares adult educators to evaluate the results of a program in order to justify curricula and/or instructional practices. The student works within an organization to develop and evaluate an applied research project.

Prerequisites:

Admission or application for admission to the degree program is required to enroll in this course.

EDU523 K-12 Classroom and Instructional Management

This course teaches candidates how to create a positive learning community and take steps to maintain that environment by guiding and correcting behavior when necessary (Burden, 2006, p. 2). It focuses on four dimensions of classroom and instructional management:

- Environmental management
- Instructional management
- Classroom management
- Behavioral management

The course project, Classroom Management Plan: Establishing and Maintaining a Positive Learning Environment, serves as a guide for candidates establishing a plan for their own classrooms. Candidates develop and communicate a personal philosophy regarding classroom management that references physical surroundings, student motivation approaches, rules and procedures, and strategies for dealing with challenging behaviors and diverse needs.

This course does not include a required field-based activity.

EDU524 Exceptional Needs in Inclusive Classrooms

This course presents an overview of current special education issues as they relate to inclusive practices. Candidates will gain an understanding of the challenges faced by exceptional students and analyze the responsibilities of educational professionals in addressing these challenges by:

- Developing an orientation toward effective instruction in inclusive settings through a study of the history of current special education laws as well as attitudinal issues regarding inclusive education
- Observing, assessing, planning, and evaluating students with instructional, behavioral, and cultural challenges
- Working collaboratively within a team of educational professionals, family members, and the exceptional student for decision making and problem solving

In the course project, Instructional Action Plan: Supporting Students with Exceptional Needs, each candidate provides evidence of his or her ability to (1) utilize human development theory when planning lessons and delivering instruction to students with exceptional needs, (2) seek assistance and guidance from school-based teams to address students' learning needs, and (3) implement research-based instructional strategies to develop cognitive processes related to critical thinking and problem solving. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment programs, and it is designed to demonstrate mastery of the Association for Childhood Education International (ACEI) professional standards.

This course does not include a required field-based activity.

EDU525 Supervision of Student Conduct

This course provides a practical, hands-on experience in developing a student conduct program for a K-12 environment. It provides a set of established principles and practices of K-12 student conduct supervision processes and tools. The body of knowledge regarding student conduct rests on the following themes that serve as a basis for this course:

- Understanding pertinent state, local, and school policies that influence the establishment and maintenance of proper student conduct
- Developing and continuing a positive school climate to assist with proper student conduct, and addressing the special needs of students
- Establishing ways to deal with violations of student conduct and making referrals to community sources as required
- Communicating the parameters of proper student conduct to educational professionals, students, , their families, and community resources

The course project, Student Conduct Handbook: Developing Student Conduct Policies and Procedures, is a student/faculty/parent handbook on student conduct. Candidates create the handbook by identifying the state, district, and school policies and practices that relate to student conduct, and the methods for implementing these standards.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:

For those students enrolling May 2011 or later in the MEd in Education Leadership and Administration: Principal and Administrator Licensure program specialization, EDU553 and EDU542 must be completed successfully before registering for EDU525.

EDU526 School Site Safety and Maintenance

This course imparts practical knowledge and experiences in managing school health, safety, and facilities maintenance programs. It also acknowledges that the goals of school health and safety extend beyond the physical walls of a school to the education of K-12 students in health and safety issues. Exploring topics such as healthy and safe facilities, health and safety education, and the responsibilities of educators, families, and community resources, this course offers a practical application of principles and practices in a school environment.

The course project, School Health, Safety, and Maintenance Audit: Analyzing Policies and Procedures to Create Healthy Schools, is a formal audit report for a school's administration. Candidates determine the state, district, and local school policies and practices pertaining to school health, safety, and facilities maintenance, the assignment of authority and responsibility for implementing these policies and practices, create an audit checklist, conduct the audit in a local school, and develop an audit report for the school.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU527 Literacy I

This course presents scientifically based teaching methods, models, strategies, and approaches for teaching oral and written language skills. The course content provides a foundation for and discusses strategies for best practices in:

- Teaching the five components of reading: comprehension, vocabulary, fluency, phonemic awareness, and decoding/phonics
- Teaching writing and reading to emerging language learners
- The application of personal and cognitive developmental theories

The course project, Work Sample Portfolio Part I: Designing and Implementing Literacy Lessons, allows candidates to implement curriculum they design, integrating pre-assessment information and post-implementation reflection. Candidates prepare lesson plans for teaching phonemic awareness, phonics, spelling, and vocabulary, and then choose one lesson plan to implement with K-12 students.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU528 Literacy II

This course continues to cover scientifically based teaching methods, models, strategies, and approaches for teaching oral and written language skills. The course content provides a foundation for and discusses strategies for best practices in:

- Teaching the five components of reading: comprehension, vocabulary, fluency, phonemic awareness, and decoding/phonics
- Teaching writing and reading to emerging language learners within the context of reading and writing in content areas
- Formal and informal assessment strategies and techniques in reading and writing

The course project, Work Sample Portfolio Part II: Designing and Implementing Literacy Lessons Within Content Areas, allows candidates to implement curriculum they design, integrating pre-assessment and post-implementation reflection within specific content areas as well as an individual literacy plan. Candidates prepare literacy lesson plans using formal and informal assessment information, and then implement the lesson with K-12 students.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:

EDU 527 must be successfully completed before registering for EDU 528. Student Support Counselor permission required for registration.

EDU530 Technology in Education: Social and Legal Issues

This course enables learners with diverse backgrounds, characteristics, and abilities to deal with the appropriate use of educational technology. Candidates gain an understanding of issues regarding copyright, equity, and access when using educational technology by:

- Examining equitable and ethical applications of technology in learning environments
- Reflecting on the issues involved in the use of technology in the investigation of current standards for fair use of materials obtained using technology
- Developing a policy for ethical technology usage in instructional settings,

In the course project, School Internet Use Policy: Promoting Responsible, Ethical and Legal Use of Technology in Education, candidates critique, revise, and defend a school Internet use policy and promote responsible, ethical, and legal use of technology in education. The project is a key assessment for candidates in the MEd in K-12 Instructional Technology programs, and it is designed to demonstrate mastery of the International Society for Technology in Education (ISTE) Technology Facilitation Standards.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU532 Introduction to Second Language Acquisition

This course examines theories of second language education in K-12 classroom settings. By exploring sociolinguistic perspectives, pragmatic views, and historical perspectives of language acquisition, the course elucidates specific principles of first language acquisition theories in order to understand the relationship between first language and second language literacy.

The course project, Comprehensive Plan for Second Language Acquisition (SLA) in the Classroom: Applying Theory to Practice in for Second Language Learners, promotes the application of SLA theory in order to: a) understand the cognitive processes involved in language learning, b) identify specific student needs, and c) utilize a blend of theory and research-based practices to promote student success. Candidates participate in real-world classroom applications of theory through classroom observations and interactions with second language learners.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU533 Pedagogic Principles in Second Language Learning

This course provides a basic overview of instructional approaches and methods, both historical and current, used in facilitating second-language acquisition. Predominant topics of instruction in this course are:

- Historical backgrounds of various pedagogic principles for linguistically and culturally diverse language learners
- Current trends in language education
- The necessities of identifying a student's age, language proficiency level, context, and other factors in order to create the most effective instructional strategy for a given circumstance

The course project, Field Research Analysis: Identifying Best Practices for ESL Instruction, presents a compilation of assignments for each module of study. Each assignment requires candidates to analyze theoretical presentations, classroom practice, and student performance so as to judge the merit of the pedagogic method being utilized.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU534 Teaching Language Skills

This course explores best practices for encouraging and teaching K-12 Linguistically Diverse Education (LDE) students' language development in receptive and productive language, as well as their integration of language skills with content area learning. Course content introduces the SIOP model for observation, lesson planning, and assessment tools.

The course project, English Language Skills Toolbox: Creating Resources for Educators prepares candidates to select teaching/learning activities, models, methods, and/or techniques, as well as assessment tools, suitable for K-12 LDE students. Developing and using these tools and activities allows candidates to demonstrate how teacher decisions apply the principles of second language acquisition (SLA).

This course does not include a required field-based activity.

EDU535 Bilingual Education

This course provides candidates with an understanding of the pressing issues in educating bilingual learners. Students will investigate myriad issues, including: 1) differences and similarities in language and reading development for bilingual and monolingual learners, and 2) the intersection and distinction between second-language learning and special needs.

The course project, Meeting the Needs of Bilingual Learners: A Field Guide for Teachers, will prepare the candidates to provide high quality education for the bilingual learners by conducting interviews and classroom observations in order to develop the course project.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU536 Assessment for Second Language Learners of English

This course presents tools for assessing English as a Second Language (ESL) learners. Although some assessments are better than others and any assessment is only as informative as the person interpreting the results, a solid understanding of the following topics provides a background for assessing ESL students:

- Laws and federal mandates that have shaped assessment for ESL learners
- Assessments and assessment items in terms of linguistic and cultural appropriateness
- Measures of academic English proficiency level and the alignment of instruction with English Language Development standards
- Evidence used for determining goals, accommodations, progress, and recommendations for instructing ESL students, including those who are learning disabled or gifted

The course project, Assessment for ESL Learners: A Training for Teachers, requires candidates to create a training program for teachers or administrators from the candidate's own district on the topic of ESL assessment in its various forms. Analyzing assessments in terms of linguistic and cultural appropriateness, candidates develop a language acquisition plan for an ESL student as well as methods for identifying giftedness and learning disabilities.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU537 Multicultural Communication

This course provides an understanding of the pressing issues in educating K-12 learners from both non-dominant and dominant cultures (e.g., multicultural education) including:

- The influence and historical movements in multicultural education in the U.S.
- How the breadth of topics in multicultural education affect K-12 teachers and learners

- The best practices in the education of K-12 students

The course project, Multicultural Education Tutorial: Promoting and Implementing Multicultural Education in the School Community, focuses candidates on conducting interviews and using research to develop a practice for multicultural education in a school or community context.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU538 K-12 Teaching: Legal and Societal Contexts

Engaging candidates in research, analysis, and application of important legal concepts to job-related roles and responsibilities, this course prepares candidates for entry into the teaching profession. In addition to legal and ethical responsibilities of teachers, the course covers:

- Applicable federal, state and local district laws
- Rules, regulations, policies, and requirements including Constitutional provisions
- Reporting child abuse and neglect

The course project, Teacher's Legal Manual: Understanding and Applying Legal Concepts to the Teaching Practice, focuses candidates on various legal issues that apply to the teaching profession. Reviewing and reflecting upon legally challenging circumstances, candidates create a manual of "Do's" and "Don'ts" for application in their own classrooms.

This course does not include a required field-based activity.

EDU539 K-12 Technology Systems Operations & Management

This course promotes inquiry learning of technology operations, and concepts that will foster a technology facilitator who continues to seek out new technology hardware and software that can promote K-12 student learning and foster teacher productivity. Course content focuses on the following topics that help a technology facilitator in an educational setting:

- Assisting in the planning, designing, and delivery of high quality professional experiences to support technology integration.
- Investigating new technologies and communicating research about these technologies that support district, state, and regional standards.
- Understanding and helping to implement ethical, social, and legal issues relating to the use of technology in K-12 schools.
- Contributing to the shared vision and integration of technology.

In the course project, Technology Coordinator Project Proposal: Applying Knowledge in Practice, candidates demonstrate achievement of the content knowledge required of a technology coordinator through the development of a formal project proposal and presentation. The project is a key assessment for candidates in the MEd in K-12 Instructional Technology programs, and it is designed to demonstrate mastery of the International Society for Technology in Education Technology Facilitation Standards.

This course does not include a required field-based activity.

EDU540 Business Operations and School Site Safety

This course introduces candidates to K-12 school resource management principles and practices. The course focuses on laws, policies and procedures that guide the establishment of school resource management programs at the macro level, and it focuses on practices that guide the implementation of school resource management practices at the micro level. Included in the course are the principles and practices for developing and maintaining a safe and healthy learning environment that supports staff professional development and student achievement gains.

In the course project, Resource Management Guide: Administering Business Operations in a School Setting, students will describe the application of principles and practices of K-12 school business operation and resource management in a real school setting. As part of the project, candidates will also create a health, safety and security plan for a school, and conduct the audit on

either health, safety or security. The culminating project for the course is to write and publish the manual.

This course includes a field-based experience. Candidates must complete four to eight hours onsite in a K-12 school-based placement.

Prerequisites:

EDU553 and EDU542 must be successfully completed before registering for EDU540.

EDU542 Strategic Planning for Educators

This course establishes the requisite knowledge and skills needed to assist an educational organization in planning more effectively for a constantly changing internal and external environment. The course covers basic components of strategic planning processes that can be adapted to specific educational environments.

In the course project, students develop a strategic plan that incorporates/facilitates the development of a vision and mission, and a positive school or organizational culture. For students in the MEd in Adult Education programs, the course project is called Strategic Plan: Improving Organizations and Culture. For students in the MEd in Education Leadership and Administration (K-12) programs, the course project is called Strategic Plan: Improving School Programs and Culture; it is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards. In addition, students in the K-12 programs will be assessed on their ability to develop a strategic plan that incorporates/facilitates evidence-based practices when implementing effective instructional programs and: (1) respond to the diverse needs of families and communities, and (2) mobilize community resources.

This course does not include a required field-based activity.

Prerequisites:

For those students enrolling May 2011 or later in the MEd in Education Leadership and Administration: Principal and Administrator Licensure program specialization, EDU600 must be completed successfully before registering for EDU542.

EDU544 Business Management for Learning Organizations

This course establishes a working knowledge of business planning to achieve organizational objectives by introducing considerations related to:

- Finance
- Principles of management
- Applications of information technology and systems
- Human resource management
- Operational management

In the course project, Business Proposal: Integrating Business Decision Making into Educational Organizations, students develop either a business case or a grant proposal for a real-world organization of their choosing. The purpose of the proposal is to convince a person (or persons) in authority to commit money, people, and/or resources (existing assets) to the proposal.

EDU545 Successful Leadership in K-12 Organizations

This course introduces the principles and practices of leadership as they apply to managing a school enterprise. The course will examine those traits and skills of an educational leader that can be employed to maintain the ongoing operation of a school and to promote and effect necessary changes in the organization. Topics discussed include:

- Visioning to create organizational reform
- Managing the school culture and human resources to facilitate change

- Motivating groups to take ownership in a changing organization
- Governance of school environments and its impact on change

In the course project, School Improvement Proposal: Addressing Issues with Change Initiatives, each candidate develops a school improvement proposal that includes (1) the development of a school vision that centers around student achievement, (2) the use of research-based strategies to evaluate the vision and change initiative, (3) action items that directly support the change initiative and that reflect the needs of the staff, community, and relevant stakeholders, and (4) strategic use of resources. The project is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:

Admission or application for admission to the degree program is required to enroll in this course. For those students enrolling May 2011 or later in the MEd in Education Leadership and Administration: Principal and Administrator Licensure program specialization, EDU562 and EDU560 must be completed successfully before registering for EDU545.

EDU546 Business Management for K-12 Administrators

This course prepares candidates to conduct business operations or resource management functions in a K-12 organization. This course introduces the candidate to:

- Business operations in a K-12 setting
- Resource, human, fiscal, and materials management
- External resource community management
- The role of the building level administrator in conducting business operations and resource management

In the course project, Resource Management Manual: Defining Business Operations in a School Setting, students will describe the application of principles and practices of K-12 school business operation and resource management in a real school setting. The culminating project for the course is to write and publish the manual.

This course does not include a required field-based activity.

EDU547 Building Relationships: K-12 Schools and Families

This course prepares school administrators to evaluate a school's needs in order to develop a plan for partnering with the broader learning community (families, business partnerships, partnerships with non-profit organizations, and university partnerships) with the goal of realizing student achievement goals. By investigating the relationship of schools with families and the larger community, the course explores:

- How and when to adapt instructional programs to meet communities' needs
- Using resources from communities to support instructional goals
- Planning programs that build school and community relationships

In the course project, Partnership Project: Assessing Impact of a PK-12 / Community Initiative, each candidate develops a partnership project that (1) is designed to capitalize on community partnerships to improve student success in school, (2) prompts adoption of improved policies, procedures, school programs, and/or community programs, (3) utilizes community resources, and (4) responds to the diverse needs of families and community stakeholders. The project is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU548 School and Community Partnerships

This course prepares school principal/administrator candidates to evaluate a school's needs in order to develop a plan for partnering with the broader learning community (families, business partnerships, partnerships with non-profit organizations, and university partnerships) with the goal of realizing student achievement goals.

By investigating the relationship of schools with families and the larger community, the project explores:

- How and when to adapt instructional programs to meet communities' needs
- Using resources from communities to support instructional goals
- Planning programs that build school and community relationships

In the Partnership Project: Assessing Impact of a PK-12 / Community Initiative, each candidate develops a partnership project that (1) is designed to capitalize on community partnerships to improve student success in school, (2) prompts adoption of improved policies, procedures, school programs, and/or community programs, (3) utilizes community resources, and (4) responds to the diverse needs of families and community stakeholders.

This course includes an internship experience. Candidates must complete 40 hours onsite in an approved K-12 school-based clinical practice placement.

Prerequisites:

(1) EDU556 AND EDU545 MUST BE SUCCESSFULLY COMPLETED BEFORE REGISTERING FOR EDU548.

(2) POSSESS 2.5 CUMULATIVE GPA: Maintain a minimum cumulative grade point average of 2.5 in courses completed within the program specialization.

(3) SECURE INTERNSHIP PLACEMENT: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.). **NOTE:** (1) The same placement may be utilized for EDU556, EDU548, EDU611 and EDU612.

(4) SECURE QUALIFIED MENTOR PRINCIPAL / ADMINISTRATOR AND SUBMIT MENTOR QUALIFICATIONS: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor's state license, and a copy of mentor's resume to Student Services. **NOTE:** Candidates are permitted and encouraged to work with the same mentor in EDU556, EDU548, EDU611 and EDU612.

(5) SUBMIT DISTRICT AGREEMENT FORM: Submit a completed District Agreement Form to Student Services. **NOTE:** Candidates are not required to submit a District Agreement Form for EDU548 if the clinical practice placement information has not changed.

(6) SUBMIT COMPLETED EDU548 PREREQUISITE CHECKLIST: Submit completed and signed prerequisite form to your Student Support Counselor.

EDU550 Evaluating Education Technology

This course explores the processes involved in determining specific needs in an educational environment that can be used to assist in the evaluation and selection of educational technology as the rationale for decisions, planning, and designing a strategic technology plan. The course examines available technology as related to curriculum, standards, and assessment in a variety of educational settings.

In the course project, Technology Integration Strategic Plan: Creating a Shared Vision, students create a shared vision for the integration of technology through the development of a technology integration strategic plan that includes a needs assessment, timeline, and budget. For students in the MEd in Education Leadership and Administration (K-12) programs, the course project is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional

standards.

This course does not include a required field-based activity.

EDU553 K-12 Education Law and Policy

This course examines legal and compliance issues affecting educational environments, with discussions of the following areas:

- Church-state matters
- Teacher liability and pupil control issues
- Human resource items of contracts, tenure, retirement, and dismissal
- Compliance concerns regarding standardized testing, language minority students, and special education students

Both faculty and student rights legislation are examined, as well as federal and state standards-based education reform legislation. The course also looks at how schools assess the implications of the No Child Left Behind Act in terms of reform, school ratings, parental choice, and school system administration.

In the course project, Compliance Presentation: Guiding Policy and Practice, each candidate develops a compliance presentation that (1) summarizes relevant federal, state, and local laws and policies that directly impact school personnel, (2) provides guidance to personnel related to compliant practice, and (3) explains how laws and policies promote educational equity, and safe, effective, and efficient school environments. The project is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards.

This course does not include a required field-based activity.

Prerequisites:

Admission or application for admission to the degree program is required to enroll in this course. For those students enrolling May 2011 or later in the MEd in Education Leadership and Administration: Principal and Administrator Licensure program specialization, EDU600 must be completed successfully before registering for EDU553.

EDU555 The K-12 Administrator as Instructional Leader

This course prepares candidates to effectively select, support, and supervise teachers and educational personnel, focusing on the ultimate goal of improving K-12 student learning. Highlighting a combination of theories, models, and concrete techniques for developing a system of administration, the course emphasizes the role of supervision as the element that transforms discrete instructional efforts into whole-school action.

The course project, Supervisory Plan: Developing a System of Support, is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council professional standards. Candidates develop a supervisory plan that incorporates evidence-based practices and ethical and legal principles related to the development of (1) professional development programs, (2) staff professional development growth plans, and (3) personal professional growth plans.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:

Admission or application for admission to the degree program is required to enroll in this course.

EDU556 Instructional Leadership and Teacher Effectiveness

This course will prepare principal/administrator candidates to increase teacher effectiveness, and subsequently student achievement, through systematic supervision and evaluation of instruction.

Candidates will learn research-based methods for: (1) selecting curriculum, instructional materials, and assessments; (2) using

student data to plan and schedule instruction; and (3) hiring, placing, developing, supervising, evaluating, compensating, and dismissing teachers. Activities will include (1) interviewing effective principals, (2) examining tools for aligning curriculum to standards and selecting instructional materials, (3) facilitating data analysis and instructional planning, (4) developing an annual schedule of instruction, (5) observing teacher instruction, (6) providing feedback to teachers, (7) developing professional growth plans, and (8) analyzing current professional standards for teachers, teacher evaluation and compensation policies and practices.

This course includes an internship experience. Candidates must complete 40 hours onsite in an approved K-12 school-based clinical practice placement. The internship activities consisting of ten hours per week for four weeks are included in modules three through six.

Prerequisites:

(1) EDU562 AND EDU560 MUST BE SUCCESSFULLY COMPLETED BEFORE REGISTERING FOR EDU556.

(2) POSSESS 2.5 CUMULATIVE GPA: Maintain a minimum cumulative grade point average of 2.5 in courses completed within the program specialization.

(3) SECURE INTERNSHIP PLACEMENT: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.). **NOTE:** The same placement may be utilized for EDU556, EDU548, EDU611 and EDU612.

(4) SECURE QUALIFIED MENTOR PRINCIPAL / ADMINISTRATOR AND SUBMIT MENTOR QUALIFICATIONS: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor's state license, and a copy of mentor's resume to Student Services. **NOTE:** Candidates are permitted and encouraged to work with the same mentor in EDU556, EDU548, EDU611 and EDU612.

(5) SUBMIT DISTRICT AGREEMENT FORM: Submit a completed District Agreement Form to Student Services.

(6) SUBMIT CLINICAL PRACTICE ATTESTATION FORM: Submit a signed Clinical Practice Attestation form to the Registrar's Office.

(7) SUBMIT COMPLETED EDU556 PREREQUISITE CHECKLIST: Submit completed and signed prerequisite form to your Student Support Counselor.

EDU560 K-12 Education Technology and Information Systems

This course will prepare principal/administrator candidates to evaluate K-12 education technology and effectively utilize information systems.

Additional information regarding course content will be available soon.

This course does not include a required field-based or clinical practice experience.

Prerequisites:

EDU540 and EDU525 must be successfully completed before registering for EDU560.

EDU562 Educator Evaluation & K-12 Instructional Systems

This course will prepare principal/administrator candidates to effectively evaluate teacher performance and understand essential components of multi-tiered systems of support (e.g., Response to Intervention models).

Additional information regarding course content will be available soon.

This course does not include a required field-based or clinical practice experience.

Prerequisites:

EDU540 and EDU525 must be successfully completed before registering for EDU562.

EDU600 Teaching & Administering in Colorado & the States

This course discusses qualifications for state licensure in Colorado and other states, and includes in-depth discussions of the following pertinent topics:

- How teaching, learning, and administering in Colorado are informed by the state's standards-based education principles and expected assessment outcomes
- How Colorado's standards fit within the context of voluntary national standards or guidelines created by national education organizations
- How Colorado's standards compare with those established in other states

The course project, Licensure Portfolio: Identifying and Understanding State Requirements for Licensure, provides a useful resource for candidates pursuing their goal of becoming a licensed professional. Candidates learn about Colorado's content and performance standards, and those of other states, as well as other important information and resources regarding licensure requirements.

This course does not include a required field-based activity.

EDU605A Student Teaching: Classroom Practicum I

This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management and assessment to an educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address and promote student achievement. Candidates in this program also complete two other portfolio components:

- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-12 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state standards.

This course includes field-based activities that take place in a K-12 school/district community setting. Specifically, candidates must complete 300 hours onsite (37.5 hours per week for 8 weeks) in an approved K-12 school-based clinical practice placement.

Prerequisites:

JIU CANDIDATES ARE REQUIRED TO COMPLETE EACH OF THE ITEMS DESCRIBED BELOW AND TO WORK DIRECTLY WITH THEIR STUDENT SUPPORT COUNSELOR TO REGISTER FOR EDU 605A:

(1) COMPLETE 200 HOURS OF LEVEL-1 FIELD EXPERIENCE: Complete 200 hours of Level-1 field experience working with K-12 students and have faxed a completed Level-1 Field Experience Documentation Form to the JIU Registrar's office. (These hours may be defined as time in the field working on JIU professional synthesizing projects under the supervision of a sponsor or as hours completed outside of JIU coursework. For example, supervised activities working with youth in a school or a community

agency are acceptable. All Level-1 field experience must be completed while enrolled at JIU.)

(2) COMPLETE EDU 600 & EDU 538*: Complete EDU 600 Teaching & Administering in Colorado & the States, and EDU 538: K-12 Teaching: Legal and Societal Contexts.

(3) POSSESS 2.5 CUMULATIVE GPA: Possess a minimum cumulative grade point average of 2.5 in courses leading to the master's degree at JIU.

(4) COMPLETE 66% OF DEGREE: Complete at least 66% of the required courses in licensure degree program.

(5) SUBMIT PASSING SCORE ON THE STATE LICENSURE EXAM: Submit to the Registrar's office a passing score on the requisite state licensure exam(s) required by your state. Exam results must be received by the JIU Registrar prior to registration in EDU 605A.

(6) SECURE STUDENT TEACHING PLACEMENT: Secure a placement in an American school that (1) consists of a classroom setting at the grade level and in the subject area required for intended teaching license (e.g., elementary classroom, secondary mathematics classroom, etc.); (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.); and (3) permits me to record my presentation of formal lessons in the classroom.

(7) SECURE QUALIFIED MENTOR TEACHER AND SUBMIT MENTOR QUALIFICATIONS: Identify a mentor who (1) possesses a current United States teaching license, (2) has three years or more of licensed experience in my endorsement area, and (3) currently works in the role of a teacher in my endorsement area. Submit a copy of the mentor's state license, and a copy of the mentor's resume to Student Services.

(8) SUBMIT DISTRICT AGREEMENT FORM: Submit a completed District Agreement Form to Student Services.

(9) SUBMIT CLINICAL PRACTICE ATTESTATION FORM AND CLASSROOM RECORDING AGREEMENT FORMS: Submit signed Clinical Practice Attestation and Classroom Recording Agreement forms to the Registrar's Office.

(10) SUBMIT COMPLETED PREREQUISITE CHECKLIST: Submit completed and signed prerequisite form to your Student Support Counselor.

*** CANDIDATES IN THE FOLLOWING PROGRAM SPECIALIZATIONS ARE NOT REQUIRED TO COMPLETE EDU 538:K-12 TEACHING: LEGAL AND SOCIETAL CONTEXTS:**

MEd in K-12 English as a Second Language Education: Teacher Licensure

MEd in K-12 English as a Second Language Specialist: Bilingual Education Teacher Licensure

MEd in K-12 Instructional Technology: Teacher Licensure

EDU605B Student Teaching: Classroom Practicum II

In this course, candidates apply their expertise of curriculum design, instructional strategies, classroom management, and assessment to a K–12 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project II: Implementing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address and promote student

achievement. Candidates in this program also complete two other portfolio components:

- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-12 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards.

This course includes field-based activities that take place in a K-12 school/district community setting. Specifically, candidates must complete 300 hours onsite (37.5 hours per week for 8 weeks) in an approved K-12 school-based clinical practice placement.

Prerequisites:

(1) EDU 605A must be successfully completed before registering for EDU 605B. EDU 605B must be taken in consecutive sequence with EDU605A. Student Support Counselor permission required for registration of EDU 605B.

EDU606 Capstone: The Professional K-12 Teacher

This capstone course focuses on using a teacher work sample (TWS) to positively impact the teaching of K-12 learners. It integrates previous coursework, synthesis of theories, and application of skills and strategies to demonstrate mastery of educational effectiveness.

The course project, Teacher Work Sample: Impacting K-12 Student Learning, is designed to document your use of evidence-based practices to positively impact the teaching of K-12 learners.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:

- (1) Candidates must successfully complete EDU503 as a prerequisite for this course.
- (2) Candidates must have successfully completed eight of the ten required courses in order to take this course.
- (3) Student Support Counselor permission required for this course.

EDU607 Capstone: The K-12 Instructional Technologist

This capstone course focuses on using a teacher work sample (TWS) to document using technology to positively impact the teaching of K-12 learners. It integrates previous coursework, synthesis of theories, and application of skills and strategies to demonstrate mastery of educational effectiveness.

The course project, Teacher Work Sample: Impacting K-12 Student Learning, is a key assessment designed to demonstrate mastery of the International Society for Technology in Education (ISTE) Technology Facilitation Standards. Candidates design, implement, and reflect on a lesson plan that has a positive impact on K-12 student learning.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:

- (1) Candidates must successfully complete EDU503 as a prerequisite for this course.
- (2) Candidates must have successfully completed eight of the ten required courses in order to take this course.
- (3) Student Support Counselor permission required for this course.

EDU608 Capstone: The Professional K-12 ESL Teacher

This capstone course focuses on using a teacher work sample (TWS) to document lesson and unit adaptations to positively impact the teaching of K-12 ESL learners. It integrates previous coursework, synthesis of theories, and application of skills and strategies to demonstrate mastery of educational effectiveness.

The course project is, Teacher Work Sample: Impacting K-12 Student Learning. Candidates design, implement, and reflect on a lesson plan that has a positive impact on K-12 student learning.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:

- (1) Candidates must successfully complete EDU536 as a prerequisite for this course.
- (2) Candidates must have successfully completed eight of the ten required courses in order to take this course.
- (3) Student Support Counselor permission required for this course.

EDU610 Principal and Administrator Internship

This course is the internship experience for candidates in the following programs:

- MEd in Education Leadership and Administration
- MEd in Education Leadership and Administration: Principal and Administrator Licensure

The supervised internship in this course provides substantive opportunities for candidates to synthesize and apply knowledge in the field related to ELCC standards and state performance-based standards for education leaders.

The course project, Professional Portfolio: Implementing Standards Based Practices, enables candidates to document field experience activities, and to prepare for assuming the role of a licensed school or school district administrator by providing the opportunity to put theory into practice in the field.

The course contains two key assessments designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards:

- The first key assessment, Professional Portfolio: Implementing Standards Based Practices, is the course project in which each JIU candidate, through a required internship experience (220 hours), synthesizes and applies knowledge and practice.
- The second key assessment, The Effective Leader: Supporting Student Learning and Development, is a graduation requirement for the program and takes the form of an employer evaluation of student achievement of ELCC standards and JIU program learning outcomes.

This course includes field-based activities that take place in a K-12 school/district community setting. Specifically, candidates must complete 220 hours onsite (27.5 hours per week for 8 weeks) in an approved K-12 school-based clinical practice placement.

Prerequisites:

JIU candidates are required to complete each of the items described below and work directly with their Student Support Counselor to register for EDU 610:

(1) CANDIDATES IN THE MED IN EDUCATION LEADERSHIP AND ADMINISTRATION: PRINCIPAL AND ADMINISTRATOR LICENSURE PROGRAM:

COMPLETE EDU 600 & EDU 553: Complete EDU 600 Teaching & Administering in Colorado & the States, and EDU 553: K-12 Education Law and Policy.

CANDIDATES IN THE MED IN EDUCATION LEADERSHIP AND ADMINISTRATION PROGRAM FOR LICENSED

EDUCATORS:

COMPLETE EDU 553: Complete EDU 553: K-12 Education Law and Policy.

(2) POSSESS 2.5 CUMULATIVE GPA: Maintain a minimum cumulative grade point average of 2.5 in courses leading to master's degree at JIU.

(3) COMPLETE 66% OF DEGREE: Complete at least 66% of the required courses in degree program.

(4) CANDIDATES IN THE MED IN EDUCATION LEADERSHIP AND ADMINISTRATION: PRINCIPAL AND ADMINISTRATOR LICENSURE PROGRAM ONLY:

SUBMIT PASSING SCORE ON THE STATE LICENSURE EXAM: Submit to the Registrar's office a passing score on the requisite state licensure exam(s) required by your state. Exam results must be received by the JIU Registrar prior to registration in EDU 610.

(5) SECURE INTERNSHIP PLACEMENT: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for my intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.).

(6) SECURE QUALIFIED MENTOR PRINCIPAL / ADMINISTRATOR AND SUBMIT MENTOR QUALIFICATIONS: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor's state license, and a copy of mentor's resume to Student Services.

(7) SUBMIT DISTRICT AGREEMENT FORM: Submit a completed District Agreement Form to Student Services.

(8) SUBMIT CLINICAL PRACTICE ATTESTATION FORM: Submit a signed Clinical Practice Attestation form to the Registrar's Office.

(9) SUBMIT COMPLETED PREREQUISITE CHECKLIST: Submit completed and signed prerequisite form to your Student Support Counselor.

EDU611 Principal and Administrator Internship I

This course will prepare principal/administrator candidates to demonstrate knowledge, skills and professional dispositions in (1) promoting a positive K-12 learning environment for all students, including those from diverse backgrounds, (2) providing effective K-12 instructional programs that include the use of data-driven decision making, (3) applying evidence-based practice to K-12 student learning, (4) designing personalized professional development plans, (5) utilizing resources and building operations to ensure a high quality, effective learning environment, (6) working effectively with families and community members to ensure diverse student needs are fulfilled and a collaborative culture is established, (7) exhibiting professional behaviors characterized by integrity, fairness, ethics and advocacy, and (8) promoting positive learning environments through active understanding of external sociological influences.

This course includes an internship experience. Candidates must complete 60 hours onsite in an approved K-12 school-based clinical practice placement.

Prerequisites:

(1) EDU548 MUST BE SUCCESSFULLY COMPLETED BEFORE REGISTERING FOR EDU611.

(2) POSSESS 2.5 CUMULATIVE GPA: Maintain a minimum cumulative grade point average of 2.5 in courses completed within the program specialization.

(3) SUBMIT PASSING SCORES ON STATE LICENSURE EXAMS: Submit to the Registrar's office a passing score on all

requisite state licensure exams required by the state of intended licensure. Exam results must be received by the JIU Registrar prior to registration in EDU611.

(4) SECURE INTERNSHIP PLACEMENT: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.). **NOTE:** The same placement may be utilized for EDU556, EDU548, EDU611 and EDU612.

(5) SECURE QUALIFIED MENTOR PRINCIPAL / ADMINISTRATOR AND SUBMIT MENTOR QUALIFICATIONS: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor's state license, and a copy of mentor's resume to Student Services. **NOTE:** Candidates are permitted and encouraged to work with the same mentor in EDU556, EDU548, EDU611 and EDU612.

(6) SUBMIT DISTRICT AGREEMENT FORM: Submit a completed District Agreement Form to Student Services. **NOTE:** Candidates are not required to submit a District Agreement Form for EDU611 if the clinical practice placement information has not changed.

(7) SUBMIT COMPLETED EDU611 PREREQUISITE CHECKLIST: Submit completed and signed prerequisite form to your Student Support Counselor.

EDU612 Principal and Administrator Internship II

This course will prepare principal/administrator candidates to demonstrate knowledge, skills and professional dispositions in (1) promoting a positive K-12 learning environment for all students, including those from diverse backgrounds, (2) providing effective K-12 instructional programs that include the use of data-driven decision making, (3) applying evidence-based practice to K-12 student learning, (4) designing personalized professional development plans, (5) utilizing resources and building operations to ensure a high quality, effective learning environment, (6) working effectively with families and community members to ensure diverse student needs are fulfilled and a collaborative culture is established, (7) exhibiting professional behaviors characterized by integrity, fairness, ethics and advocacy, and (8) promoting positive learning environments through active understanding of external sociological influences.

This course includes an internship experience. Candidates must complete 160 hours onsite in an approved K-12 school-based clinical practice placement.

Prerequisites:

(1) EDU611 MUST BE SUCCESSFULLY COMPLETED BEFORE REGISTERING FOR EDU612.

(2) POSSESS 2.5 CUMULATIVE GPA: Maintain a minimum cumulative grade point average of 2.5 in courses completed within the program specialization.

(3) SECURE INTERNSHIP PLACEMENT: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.). **NOTE:** The same placement may be utilized for EDU556, EDU548, EDU611 and EDU612.

(4) SECURE QUALIFIED MENTOR PRINCIPAL / ADMINISTRATOR AND SUBMIT MENTOR QUALIFICATIONS: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor's state license, and a copy of mentor's resume to Student Services. **NOTE:** Candidates are permitted and encouraged to work with the same mentor in EDU556, EDU548, EDU611 and EDU612.

(5) SUBMIT DISTRICT AGREEMENT FORM: Submit a completed District Agreement Form to Student Services. **NOTE:** Candidates are not required to submit a District Agreement Form for EDU612 if the clinical practice placement information has not changed.

(6) SUBMIT COMPLETED EDU612 PREREQUISITE CHECKLIST: Submit completed and signed prerequisite form to your Student Support Counselor.

EDU613 Student Teaching I: Elementary Licensure

This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management, and assessment to a K–6 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) utilize effective classroom management and student engagement strategies, (4) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (5) collaborate with school-based teams and parents to identify, address, and promote student achievement. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program and it is designed to demonstrate mastery of Association for Childhood Education International (ACEI) professional standards. Candidates in this program also complete four other key assessments:

- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-6 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards.
- Developing an Instructional Plan for a student that involves reviewing the unique learning needs of a student and creating a plan for instruction based on those needs.
- Reflective essays that involve synthesizing learning experiences from student teaching into a written document.

This course includes field-based activities that take place in a K-12 school/district community setting. Specifically, candidates must complete 300 hours onsite (37.5 hours per week for 8 weeks) in an approved K-12 school-based clinical practice placement.

Prerequisites:

JIU CANDIDATES ARE REQUIRED TO COMPLETE EACH OF THE ITEMS DESCRIBED BELOW AND WORK DIRECTLY WITH THEIR STUDENT SUPPORT COUNSELOR TO REGISTER FOR EDU613:

(1) COMPLETE 200 HOURS OF LEVEL-1 FIELD EXPERIENCE: Complete 200 hours of Level-1 field experience working with K-12 students and have faxed a completed Level-1 Field Experience Documentation Form to the JIU Registrar's office. (These hours may be defined as time in the field working on JIU professional synthesizing projects under the supervision of a sponsor or as hours completed outside of JIU coursework. For example, supervised activities working with youth in a school or a community agency are acceptable. All Level-1 field experience must be completed while enrolled at JIU.)

(2) COMPLETE EDU 600 & EDU 538*: Complete EDU 600 Teaching & Administering in Colorado & the States, and EDU 538: K-12 Teaching: Legal and Societal Contexts.

(3) POSSESS 2.5 CUMULATIVE GPA: Possess a minimum cumulative grade point average of 2.5 in courses leading to the master's degree at JIU.

(4) COMPLETE 66% OF DEGREE: Complete at least 66% of the required courses in licensure degree program.

(5) SUBMIT PASSING SCORE ON THE STATE LICENSURE EXAM: Submit to the Registrar's office a passing score on the requisite state licensure exam(s) required by your state. Exam results must be received by the JIU Registrar prior to registration in EDU613.

(6) SECURE STUDENT TEACHING PLACEMENT: Secure a placement in an American school that (1) consists of a classroom setting at the grade level and in the subject area required for intended teaching license (e.g., elementary classroom, secondary mathematics classroom, etc.); (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.); and (3) permits me to record my presentation of formal lessons in the classroom.

(7) SECURE QUALIFIED MENTOR TEACHER AND SUBMIT MENTOR QUALIFICATIONS: Identify a mentor who (1) possesses a current United States teaching license, (2) has three years or more of licensed experience in my endorsement area, and (3) currently works in the role of a teacher in my endorsement area. Submit a copy of the mentor's state license, and a copy of the mentor's resume to Student Services.

(8) SUBMIT DISTRICT AGREEMENT FORM: Submit a completed District Agreement Form to Student Services.

(9) SUBMIT CLINICAL PRACTICE ATTESTATION AND CLASSROOM RECORDING AGREEMENT FORMS: Submit signed Clinical Practice Attestation and Classroom Recording Agreement forms to the Registrar's Office.

(10) SUBMIT COMPLETED PREREQUISITE CHECKLIST: Submit completed and signed prerequisite form to your Student Support Counselor.

*** CANDIDATES IN THE FOLLOWING PROGRAMS ARE NOT REQUIRED TO COMPLETE EDU 538:K-12 TEACHING: LEGAL AND SOCIETAL CONTEXTS:**

MEd in K-12 English as a Second Language Education: Teacher Licensure

MEd in K-12 English as a Second Language Specialist: Bilingual Education Teacher Licensure

MEd in K-12 Instructional Technology: Teacher Licensure

EDU614 Student Teaching II: Elementary Licensure

This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management, and assessment to a K–6 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs; (2) utilize formal and informal assessments to measure and monitor student performance; (3) utilize effective classroom management and student engagement strategies; (4) exhibit professional and ethical practice that is responsive to evolving issues and environments; and (5) collaborate with school-based teams and parents to identify, address, and promote student achievement. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program and it is designed to demonstrate mastery of Association for Childhood Education International (ACEI) professional standards. Candidates in this program also complete the following key assessments:

- Developing effective lesson plans, which involves creating lesson plans using the JIU Lesson Plan Protocol to be implemented in the classroom
- K-6 Field Experience Mentor Evaluation Report, which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards

- Reflective essays that involve synthesizing learning experiences from student teaching into a written document

This course includes field-based activities that take place in a K-12 school/district community setting. Specifically, candidates must complete 300 hours onsite (37.5 hours per week for 8 weeks) in an approved K-12 school-based clinical practice placement.

Prerequisites:

(1) EDU 613 must be successfully completed before registering for EDU 614. EDU 614 must be taken in consecutive sequence with EDU 613. Student Support Counselor permission required for registration of EDU 614.

EDU621 Managing e-Learning

This course addresses competencies for training managers, evaluators, and instructional designers. It encompasses all facets of managing e-learning in an organization and incorporates the International Board of Standards for Training, Performance, and Instruction (IBSTPI). The course is designed as an ongoing simulation with the student playing the role of the Chief Learning Officer. In this role, strategies for moving the organization to an e-learning environment are explored, to include:

- Analysis of training needs and existing e-learning/training infrastructure
- Human resources, tools, and technology requirements
- Budgeting, scheduling, and preparing for the change
- Evaluating how e-learning meets the organizational mission

In the course project, Strategy for e-Learning: Managing the e-Learning Change Process, the student prepares a detailed plan for using e-learning within a multinational corporation. Conducting research and considering a range of issues related to managing e-learning, while dealing with routine duties and crises, provides a backdrop for developing the strategy that moves the organization toward e-learning.

EDU623 Knowledge Management and Workplace Learning

This course provides a foundation in the theoretical and practical knowledge needed to integrate knowledge management with workplace learning. Topics designed to help the educator shift the role of workplace learning beyond mastering processes to supporting the creation of new knowledge and improved processes are considered, including:

- Combining technology, organizational structures, and cognitive-based strategies to help organizations foster knowledge sharing and employee development
- Using the principles of adult learning and embedding them within the workplace learning context

The course project, Workplace Learning Plan: Using Organizational Assessment to Inform Knowledge Management, integrates an understanding of knowledge management philosophy and approaches with their impact on workplace learning. Through identification of workplace competencies and the respective instructional development needed, the prospective workplace educator outlines how an organization reaches optimal effectiveness and its respective strategic goals.

EDU630 Needs Assessment for Learning Environments

This course introduces approaches and techniques for planning a training needs assessment so that the needs of an organization are not only met, but also anticipated. Assessment is a decision-making tool that helps an organization measure where it is, compared to where it wants to be.

The course project, Needs Assessment: Planning for Learning Environments, demonstrates how analysis and assessment grow in importance as organizations become more concerned with competitive advantage and employee expertise. Applying analysis, theory, and skills to real problems, students create instruments, gather data, and consider how to counter objections and influence decision makers.

EDU651 Designing Interactive e-Learning

This course introduces students to a variety of instructional design models that can be implemented to create well-designed instructional technology products that solve real-world problems. Instructional systems design models such as the ADDIE model will be investigated as well as the learning theories behind them. The Backward Design instructional design model will also be studied.

The course project, Instructional Design Plan: Creating a Model, is broken into two parts. Students will (1) select, analyze, and defend their choice of an instructional design model with which they will (2) create a short unit/module of instruction that incorporates state standards (K-12) or other designated learning outcomes (Adult Ed.) involving the implementation of technology.

This course does not include a required field-based activity.

EDU653 Assessment Strategies to Improve Adult Learning

This course provides adult educators with the necessary knowledge and skills to develop valid, reliable, and fair evaluation plans, tests, and assessments for adult education and organizational learning. The course is intended for adult educators who will develop and implement adult education programs. Many of the principles and practices, however, can also be applied to workplace performance assessment and program evaluation.

In the course project, Assessment Plan: Evaluation in Adult Education, students will design valid, reliable, and fair tests and scoring rubrics as well as provide evaluation and reporting results and cost-benefit analysis. Additionally, they will write clear, concise, and complete learning objectives and employ them in formative and summative assessment elements.

EDU654 Developing and Implementing e-Learning Systems

This course focuses on the development of an e-learning system that supports a variety of objectives, content areas, users, and learners. The development of an e-learning system includes gaining an understanding of systemic features and systematic processes in order to scale up e-learning from the course level to a program or organizational endeavor.

The course project, e-Learning Plan: Creating a Comprehensive Outline for e-Learning Development, gathers the course concepts into one complete plan for use in developing an e-learning system in an online environment. Students will construct an e-learning plan that is tailored to a particular context (e.g., a current work context, area of interest, etc.) with an overview of the comprehensive e-learning process that encompasses its various dimensions.

EDU669 Capstone: The Professional Adult Educator

This course represents the culmination of the master's program. It is designed to give students a chance to synthesize their learning by producing a capstone project that exemplifies their newly acquired knowledge and expertise. Working alone or with a partner or team, they will select something from their educational portfolio and develop it further as proof of readiness to receive a master's degree.

In the course project, Capstone: Designing the Professional Portfolio, candidates apply knowledge and skills they have acquired during their tenure at JIU to a real educational issue or opportunity. The project may take any form, as long as it meets the specific educational objectives defined for the course. Project examples include:

- A grant proposal
- An environmental research scan
- A program development and/or implementation
- An appraisal of an existing program
- An internship
- A website

Prerequisites:

(1) Candidates must have successfully completed eight of the ten required courses in order to take this course.

(2) Student Support Counselor permission required for this course.

EDU681 Adult Learning Theory

This course introduces students to adult education theories and practices. Teaching and learning strategies for adult learners, including case studies, problem-solving strategies, collaborative learning, and distance learning techniques are discussed and modeled throughout the course.

The course project, Adult Learning Program: Applying Theories and Strategies to a Real-world Adult Learning Environment, focuses students on developing a unit of instruction or program for adult learners. By analyzing the adult learning environment and selecting strategies for instruction and assessment, this project moves the student from studying educational theories into creating personally useful and insightful applications.

EDU682 Public Policy and Higher Education

This course investigates social movements in history that have influenced the way higher education policies have developed. On a more global level, students discover how higher education has been shaped in the United States and other countries through comparative study and analysis. Specifically, this course addresses:

- History and policies in higher education in the U.S. and other countries
- Social forces that shape higher education policy and institutional decision-making
- State and federal planning and its impact on higher education in the United States
- Current trends in policy-making and their relationship to social change

The course project, Higher Education Policy Challenge: Using History and Social Influences to Shape Future Policies, focuses students on the tasks involved in building policy through an analysis of previous policies, institutional history, and other influences that shape future decision making.

EDU683 Successful Leadership in Higher Education Administration

This course explores theories, concepts, and behaviors of effective leadership necessary to address the challenges of organizational change within higher education and training environments. Students investigate a wide range of related topics including:

- Organizational functioning and culture
- Models of organizations
- Leadership theory and strategies that help facilitate change
- Requisites for sustainable organizational change

In the course project, Organizational Change Plan: Leading a Team Through the Change Process, students lead a small team in proposing or making a change in a higher education institution or corporate training environment. Beginning with an initial assessment of the need for the change, students establish a plan, complete reflections on leadership issues and successes, and plan for long-range assessment of the project.

EDU684 The Future of Higher Education

This course presents topics related to the role of higher education in a democracy such as public accountability, financing, outcomes assessment, access to higher education, alternative forms of higher education, and governance so as to arrive at a deeper understanding of the issues facing higher education. The course also helps students to assess the long-term impact of these issues on learning, teaching, and the business of higher education.

The course project, Integrated Issue Analysis Report: Examining Issues in Higher Learning, focuses the student on a particular problem in a higher learning setting, allowing the student to analyze the problem within the context of issues facing higher

learning, and eventually proposing a solution to that problem.

EDU694 Designing Online Learning Environments

This course explores media characteristics, usability and accessibility, types of interaction, and how to facilitate engagement, as well as technical aspects of standard and new online technologies. Students will learn the differences between and details about content management systems and learning management systems (CMS or LMS), Web 2.0 technologies, and web authoring tools.

The course project, Online Learning Model: Designing an Effective Learning Environment, is a technology-based online environment that the student can use with their learners or other groups of users in their setting. Candidates will plan an online environment that accomplishes a communication, productivity, or learning objective and that explains why they selected that particular technology along with the necessary design considerations such as stakeholders, accessibility/universal design requirements, interactivity, and data collection.

EDU770 Foundations of Adult Learning

Foundations of Adult Education provides an introduction to the historical, philosophical, social, and psychological bases of adult education in the United States, an overview of barriers to participation and adult participation models, and an introduction to methods for facilitating adult learning. This course provides the foundation for all future courses in this program.

The course project, Portfolio: Analytical Model to Increase Adult Participation, is designed to demonstrate mastery of the course objectives. The Analytical Model will be developed for the student's sponsoring organization's adult education program, including the following elements:

- A thorough analysis of the sponsoring organization's history, philosophy of adult education, social and psychological variables impacting learners, learner population barriers, facilitation methodologies, and current adult education professional association memberships.
- Recommendations, based upon research, for the sponsoring organization to address identified social and psychological impacts, participant barriers to learning, facilitation methodology issues, and professional association memberships.

Prerequisites:

DOC900 is a prerequisite for this course.

EDU775 Program Planning Needs Analysis

Training Needs Assessment presents the principles, practices, and techniques of conducting training needs assessments for adult education programs. Training needs assessment is a continuous process of data collection and analysis that is used to identify existing training needs so that training can be developed to help organizations achieve their goals and objectives. This course provides students with the opportunity to gain and demonstrate the knowledge, skills, and abilities needed to accurately and completely determine the training needs of an organization.

The course project, Portfolio: Training Needs Assessment, is designed to demonstrate mastery of the course objectives. A needs assessment will be conducted for a sponsoring organization's adult education program. The Needs Assessment will detail the conduct of this needs assessment and include its findings, conclusions, and recommendations.

EDU776 Strategic Learning Plans

EdD Adult Education

EDU777 Instructional Design

EDU778 Instructional Delivery Methods

EDU779 Assessment of Learning Programs

EDU781 Managing Change

EDU782 Leadership in Adult Education

EDU783 Adult Education Leadership: Military

EDU784 Adult Education Leadership: Government

EDU785 Adult Education Leadership: Business & Industry

EDU786 Adult Education Leadership: Higher Education

EDU787 Adult Education Leadership: Healthcare

EDU788 Adult Education Leadership: Staff Development

EDU790 Current K-12 Education Theories

This course introduces candidates to current K-12 theories and their application in solving education problems. Additionally, candidates will develop the necessary skills to become a successful doctoral candidate. Course content encompasses the following tasks:

- Analyzing important education issues using relevant theory and research
- Applying critical skills to deepen understanding of theoretical constructs and applications
- Mastering of the APA style
- Writing a synthetic plan to solve an important education problem

The course project, Research Project: Applying Theory to an Education Problem, explores a practical education problem selected by the candidate's sponsor and the candidate. The components of the project are developed over the length of the course and include project selection, analyzing education theories, incorporating a personal framework of teaching and learning based on theory and models, and developing potential and applicable solutions.

Prerequisites:

DOC900 is a prerequisite for this course.

EDU795 Public Knowledge and Public Responsibility

This course addresses the public responsibility regarding public knowledge so that candidates can be ethical, responsible educators. Candidates will study the motivations for and practice of education research as well as the power of reporting conclusions. Further, candidates will explore the influence of the media and politics on education along with the responsibility of education leaders to report data accurately.

In the course project, Monograph: Influential Research, the candidate will work with a leader or a leadership team to develop a professional synthesizing project — ideally one that supports their dissertation plans — that explores an important education problem faced by K-12 leaders. Candidates will analyze and evaluate the research from an influential report, book, or study and submit to an appropriate magazine or newspaper a professional and synthetic op-ed monograph that analyses the ramifications of that report, book, or study the resulting media coverage and political influence and their effects on American and/or international systems of education.

Prerequisites:

EDU790 is a prerequisite for this course.

EDU797 Leadership and the Art of Change Management

This course investigates leadership topics and provides a venue for candidates to develop a philosophy of leadership and identify opportunities to lead within learning communities. Course materials, assignments, and discussions assist candidates in an effort to integrate leadership principles and skills with day-to-day activities and action research projects. Themes include:

- Exploring the primary factors of leadership.
- Conducting a comprehensive review of the historical, current, and emerging theories of leadership.
- Investigating the work of leadership and its opportunities and challenges.

In the course project, Leadership Portfolio: Personal and Organizational Leadership Analysis, candidates address the genuine needs of a specific learning community and attend to an important education problem. Candidates describe an ideal K–12 leader and analyze and evaluate their own leadership skills through an academic personal leadership assessment as well as conduct an organizational leadership needs assessment for their chosen learning organization. Further, based upon the results of the leadership inventory, personal philosophy research, and organizational needs assessment, each candidate will synthesize a leadership portfolio intended to serve as a roadmap for future leadership growth within the given organization.

Prerequisites:

EDU790 is a prerequisite for this course.

EDU799 The Future of K-12 Education and Democracy

This course analyzes and evaluates the purposes of education in a democracy. The goal of this course is to help candidates find ways to improve K-12 education that strengthen democratic ideals.

The course project, Argument Paper: Solving an Educational Problem, requires candidates to choose an important educational problem to solve. Candidates analyze and evaluate the purposes of education in a democracy, how the problem has impacted teaching over the last 50–100 years and currently, potential solutions and their impact of those solutions on a democracy.

Prerequisites:

EDU790 is a prerequisite for this course.

EDU801 K-12 Education Policy Analysis for School Leaders

This course introduces candidates to K-12 policy analysis and education. Candidates will investigate the politics and policies affecting the school leader, including:

- The politics of intergovernmental relations and education policy-making
- The standards-based education movement
- State and Federal education policy and student achievement
- Demographics and democracy

Focusing on politics and policy in education, the course project, Synthetic Monograph: Supporting Change in Policy Provision or Implementation Strategy, is drawn from the genuine needs of a specific learning community (at the building, district, state, or federal level). In the course, candidates will identify the policy and the legal, social, and ethical influences that shape the policy, document any changes that might have occurred since the policy was put into place, and write several professional abstracts and critiques of the research literature that affect the policy. Candidates will then analyze any differences between the stated language of the policy and its implementation. Finally, candidates will evaluate the strengths and weaknesses of the policy, and make recommendations for any changes.

Prerequisites:

EDU799 is a prerequisite for this course.

EDU804 EdS Capstone Course

This course represents the culmination of the EdS program. Each candidate will synthesize his or her learning by producing a capstone project that exemplifies acquired knowledge and expertise.

The course project, Research Project: Addressing the Needs of a Specific Learning Community, is a specialist-level research endeavor that demonstrates the candidate's mastery of the core concepts and skills covered by the EdS program. The project tests the candidate's ability to apply this knowledge to a real and practical educational problem or opportunity. The project will:

- Include a tangible product
- Involve a minimum of 120 hours of effort and be relevant to the candidate's professional development goals
- Synthesize content from across several courses taken in the program

Prerequisites:

EDU802 is a prerequisite for this course.

EDU850 Comprehensive Examination, School of Education

The purpose of the comprehensive exam is to demonstrate doctoral candidates' mastery of program content. In this course, candidates have the opportunity to demonstrate mastery of the concepts covered in the content courses in the EdD program through the creation of their own comprehensive exam question and answer. This non-traditional approach is consistent with JIU's vision, mission, and values, as well as the learning philosophy embodied in all courses.

The format of the comprehensive exam requires candidates to design five questions during the first week of the course, gain approval from the course instructors on those items, and then answer them subsequently during the comprehensive exam course. Each candidate must submit original questions and unique answers, and will be given an individual grade for the course.

Prerequisites:

EDU803 is a prerequisite for this course.

EDU851 Formal Proposal, School of Education

This is the final course before candidates begin to collect data and conduct their dissertation or project research. During the course candidates will demonstrate that their dissertation or project proposal meets all requirements to gain final mentor and committee approval.

The course project, Dissertation Proposal: Defense and Approval, is a program requirement. In order to pass this course, each candidate must have a fully approved dissertation proposal that includes:

- Proof of IRB approval.
- Chapters 1, 2, and 3 of the proposal finalized.
- An oral presentation of formal dissertation proposal.
- Data collection procedures finalized and approved.
- Proof of proposal approval by full committee.

Prerequisites:

EDU850 is a prerequisite for this course.

JIU101 Orientation - Successful Online Learning

This course is the student orientation course focused on preparing new students to have a successful experience in their first courses at JIU. Topics include:

- Expectations of students, JIU faculty and staff, and JIU courses
- How to use the JIU course delivery platform
- Skills for success
- Resources for students

JIU101 is normally taken just prior to a student taking his or her first class at JIU and lasts one week. It is a non-credit, non-tuition course requiring about 3-4 hours of student time. JIU101 is facilitated by a JIU faculty member. Students have the opportunity to meet other students, ask questions, and practice skills required for JIU courses. The focus is on providing the essential information needed to have a great first course experience.

RES700 Foundations of Doctoral Research Methods

This course introduces students to the components of scientifically acceptable research projects and the considerations that need to be made to narrow the focus of topic choice and research methodology. Key topics include:

- General theories and principles of educational and business research
- Selecting a research topic and design
- General research methods, including statistical methods
- Collaboration and peer review as important parts of scientific research
- Research implementation and dissemination

The course project, Doctoral Research Project Proposal: Identifying Topics, Methods, and Design for Research, is a doctoral level research project proposal that helps students demonstrate their ability to apply what they have learned about choosing a research topic. Students will apply research searches, design, methodology (including basic statistical methods), writing for research dissemination, and leadership skills and knowledge to the solution of a practical but significant problem in their field.

RES701 Qualitative Doctoral Research Methods

This course focuses on the qualitative paradigm of doctoral-level research from a practitioner-based perspective. The theoretical and philosophical foundation of qualitative methods, including naturalistic and inductive inquiry, other inherent assumptions, and analytical tools, provide the groundwork for the justification of an empirical qualitative research design to address a pertinent research problem.

The course project results in a research prospectus that presents a justified research problem, research question, conceptual framework, study setting, population and sampling method, and a plan for qualitative data collection and analysis methods for a proposed qualitative research study.

A research prospectus is a common precursor document that may lead to a proposal to conduct a research study. In this course, the components of a qualitative research prospectus are developed throughout the course and presented in Module 8 as a polished doctoral-level research prospectus as the course project. The final research prospectus will incorporate:

- A justified research problem worthy of doctoral-level study
- Study Purpose
- Research question(s)
- Conceptual framework
- Research setting
- Population and Sampling Frame
- Sampling Method
- Data Collection & Analysis Plan

- References

The audience for the prospectus will be the decision makers that would typically determine whether the study would proceed to a research proposal. The prospectus will be formatted using APA style and JIU requirements for dissertation documents.

Prerequisites:

RES700 is a prerequisite for this course.

RES702 Quantitative Doctoral Research Methods

This course focuses on the quantitative paradigm of doctoral-level research from a practitioner-based perspective using non-inferential and inferential analyses. The theoretical and philosophical foundation of quantitative methods, including deductive inquiry, other inherent assumptions, and analytical tools for descriptive and correlation study design, provide the groundwork for the justification of an empirical quantitative research design to address a pertinent research problem.

The course project results in a research prospectus that presents a justified research problem, research question, conceptual framework, study setting, population and sampling method, and a plan for quantitative data collection and analysis methods for a proposed quantitative research study.

A research prospectus is a common precursor document that may lead to a proposal to conduct a research study. In this course, the components of a nonexperimental quantitative research prospectus are developed throughout the course and presented in Module 8 as a polished doctoral-level research prospectus as the course project. The final research prospectus will incorporate:

- A justified research problem worthy of doctoral-level study
- Study Purpose
- Research question(s)
- Conceptual framework
- Research setting
- Population and Sampling Frame
- Sampling Method
- Data Collection & Analysis Plan
- References

The audience for the prospectus will be the decision makers that would typically determine whether the study would proceed to a research proposal. The prospectus will be formatted using APA style and JIU requirements for dissertation documents.

Prerequisites:

Prerequisite: RES700 Foundations of Doctoral Research Methods

Mentored Study

Students who effectively demonstrate a need to pursue individualized advanced study in their degree program may complete a mentored study course. This course involves working with a mentoring faculty member to identify a focused area of study not offered as an existing JIU course. Students must apply to the Dean or Chair of their degree program to receive instructions about the approval process. Only students who have completed all 300 level degree program coursework may apply to pursue a mentored study. The approval process includes submission of course learning objectives, identification of assignments and establishment of an assignment submission timeline. In addition, students who apply for the mentored study must demonstrate a successful history of meeting previously completed course deadlines and academic excellence. Students may apply for approval for mentored study for a total of 9 course credit hours.

